

The Relationship Between Self-Leadership  
and the Success of a Professional Coach

by

Fran LaMattina

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The dissertation is approved and is acceptable in quality and form:

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Chancellor

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Academic Dean

International University of Professional Studies

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## ACKNOWLEDGMENTS

As a person who has benefited from the profession of coaching over the past 25 years, first as a client and then as a coach, I want to thank the pioneers of the coaching profession for formalizing a process that is only beginning to benefit many, many people. People like Thomas Leonard, Patrick Williams, Cheryl Richardson, and Laura Berman Fortgang impacted me most directly in my early adoption stages of coaching.

As I decided to make it a profession, Christopher McCluskey was my first coach and one of my strongest advocates over the years. Jane Creswell, one of the founders of the IBM coaching program, encouraged me along the way of achieving my MCC. Linda Miller, past president of Corporate Coach U, served as an overall cheerleader in my early days of coaching. The late Judy Santos coached me through my PCC and helped me make the coaching lifestyle a part of my everyday experience.

Simultaneously, the earliest days of developing and defining the profession of coaching were the years I personally transitioned from a manager to a leader. As one who was awarded a Master's degree in Industrial Relations in the mid-1970s, I was too naive at that time to understand the distinction between management and leadership, communication skills and emotional intelligence, and the two very different aspects of psychology that led to the distinct fields of counseling and coaching. Only life experiences, continuing education, and paying attention can clarify these distinctions.

Over the past 40 years I have been privileged to choose a journey of faith that resulted in me changing my life focus from myself to a focus on the person of Jesus

Christ and how He changed the world. This changed me like nothing else. As I have developed as a leader, Pastor Bill Hybels and Pastor Andy Stanley have helped me merge my faith and my profession. This enabled me to coach through time-tested principles of leadership, sifted through the eyes and heart of a believer in Jesus.

I have also been changed by the privilege of being the first woman to receive new responsibilities never before awarded to women over my lifetime. I was the first woman production supervisor in the nation for the company I chose to join in 1975, and the first woman in every field of endeavor for my first 15–20 years of my professional life. These experiences refined me, toughened me, frustrated me, challenged me, softened me, and educated me to the point that people now refer to me a person of wisdom. I am grateful to all the leaders who developed me over the years, the authors I have read and listened to who have inadvertently coached me, the friends and family who have loved me, and the churches I have attended who have afforded me the opportunity to serve others and peek into lives I would never have touched otherwise. I am a blessed woman, which I hope is reflected in the pages of this dissertation.

I would be remiss not to acknowledge the impact of my clients on my life in general as well as my professional life as a coach. They have generously opened up windows of their souls to me, loved me for loving them far more than I could ever deserve, and brought me to places through their experiences that have enriched my life. They are accountability partners in a sense to me, because I often ask myself if what I'm doing would line up with what I would hope for my clients. Specifically, that they would rise up to achieve intentional lives of purpose, to grow in wisdom, and to be influencers

in their own communities.

Finally, I would like to thank my researcher-become-coach as I have journeyed through this dissertation. To most people looking in from the outside, they might ask, what is a retirement-aged person doing seeking a PhD? Well it almost did not happen. I would have quit several years ago and joined the crowd of ABD's (All but Dissertation), had it not been for Ryan Van Sickle, researcher par excellence. As the responsibilities of a full-time practice, selling and buying homes, losing my dad and being primary caregiver for my mother took over my life, finishing anything other than the coursework became elusive. Believing that persistence is one of the keys to success, it occurred to me that most people who earn PhDs (I have coached several) are still a part of an academic institution and usually have research assistants. So, with the blessing of my patient and encouraging advisor, Dr. Katz, Ryan and I took on the elephant one bite at a time. "Viola!" Here it is!

Thank you, thank you, thank you, one and all!

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THE RELATIONSHIP BETWEEN SELF-LEADERSHIP  
AND THE PROVEN SUCCESS OF A  
PROFESSIONAL COACH

By

Fran LaMattina

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Chair: Irv S. Katz, Ph.D.

Major Department: Human Development

The following study is a discussion about the profession of coaching as it pertains to the success of the individual coach. Although there is recent research about the coaching profession from organizations like the International Coach Federation, Sherpa Executive School of Coaching, and the Conference Board, most research has been focused on the marketplace and the trends of the industry. This dissertation focuses more on the life and legacy of the coach within that space.

The coaching profession at this writing is basically less than 25 years old. There is a void in robust research that yields any evidence on what makes one coach more successful over another, what specialty of coaching (life coaching, health coaching, career coaching, transition coaching, business coaching, performance coaching, executive or leadership coaching, to name some) has made more headway into life change for the client over the other, or even who may be attracted to a profession that lends itself to life/work balance more than most professions can afford.

The author has chosen to enter this space and determine if there may be a

correlation between the personal habits of a coach and his or her success in the marketplace. Personal habits being studied relate to self-leadership practices like sleep and exercise routines, attention to mental input like books or podcasts, and acquiring coaching certifications that require continuing education and maintenance of ethical standards of the profession. Success is being quantified by factors like job satisfaction, client success, depth of client relationships, and financial remuneration.

Hopefully this discussion will shed some light on individual coaches and the inputs and outputs of their professional lives.

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CHAPTER 1  
PROBLEM FORMULATION

**Introduction**

For almost the past 20 years, the author has had the privilege of coaching thousands of individuals and teams in the area of leadership. In fact, the author has developed her own personal brand by calling herself a Leadership Coach; a title that was not common in the profession of coaching until recently. The tagline the author uses to clarify the role of Leadership Coach is this: Leading Yourself and Others. Over the years, numerous works by researchers and writers on the topic of leadership have been read by the author in order to enhance her effectiveness as a professional leader, and now, professional coach. Through this research and experience, the author believes there may be a strong correlation between the commitment to self-leadership and success in any field of endeavor. However, it appears to be more critical to the professional coach who is influencing leaders to adopt this influential and intentional lifestyle.

In addition to study, the author has observed that those coaches who are lifelong, intentional learners who bring that learning to bear with their clients, experience the greatest degree of success in their practice. While there is research supporting the practice of self-leadership and success in the sports and business arena, the author has not seen supporting evidence that self-leadership can be directly tied to the success of a professional coach.

### **Background of the Study**

The author's interest in this topic of study began shortly after becoming a professional coach in 1998. She attended the International Coach Federation (ICF) annual conferences and then local coach associations on a regular basis as a new coach. At that time, the ICF was a relatively new organization that was chartered to define and elevate the branding of the coaching profession. Professional Coach Thomas Leonard started the ICF in 1995 as a not-for-profit organization for fellow coaches to support each other and grow the profession, but also to establish professional standards to protect and enhance the credibility of the fledgling profession. The board created Core Competencies and built a Code of Ethics, defining the standard in the coaching field. The ICF also defined curriculum standards for recognized training programs (accreditation), to ensure consistency in coach training. They developed an ICF credentialing system to recognize those who embraced the fairly rigorous standards of the professional coach. Initial requirements must be met for the newly credentialed coach, and credentials must be renewed every 3 years through ongoing continuing education. There are three levels of coach certification: ACC (Associate Certified Coach), PCC (Professional Certified Coach), and MCC (Master Certified Coach). The requirements of education, experience, and mentoring escalate with each succeeding credential. Membership to the ICF now exceeds 20,000 coaches (Leonard, n.d.). The ICF also established a credentialing renewal process to foster a culture of continuing education as well as monitor ethical and professional standards of behavior. They have provided an

excellent support system for coaches over the years and elevated the coaching profession to a growing and prosperous group of professionals.

The coaching profession was new and exciting in 1999, and the author, like many others, believed she had found what she was put on this earth to do as her life work when she discovered the new field. One of the most pivotal moments for the author to arrive at this conclusion came from a conference breakout session facilitated by Laura Berman-Fortgang and Cheryl Richardson, two pioneers and spokespersons of the profession of coaching. Berman-Fortgang and Richardson shared that research indicated the number one reason people choose to engage an individual coach over other coaches is their perceived personal integrity. The author interpreted this statement as, if coaches are partnering with people to lead intentional, thriving lives, then they need to be leading the same kind of life themselves. Thomas Leonard coined the term, irresistible attraction, meaning that others wanted for themselves what they saw in the coach and his or her lifestyle (Leonard & Laursen, 2007). This platform of influence with potential clients provides a natural backdrop for marketing and sales of coaching to prospective clients. It also is a form of accountability for the coach to keep his or her personal house in order, thus demonstrating self-leadership to prospective clients.

The author has always purposed to lead a life of integrity; however, she is aware that she has fallen short of that mark many, many times. This awareness of the correlation between integrity and success dates back to the author's business school days and 20 years of progressive leadership roles in "corporate America." She has learned that leaders gain influence through their consistency, care for others, and personal pursuit of a

life well-lived. Author Andy Stanley calls this phenomenon *moral authority* in his book, *Visioneering* (Stanley, 1999). He states that leadership is more than positional authority. To gain and maintain influence, a leader must have moral authority. Moral authority is the critical, non-negotiable, cannot-be-without ingredient of sustained influence. Without moral authority, influence will be limited and short-lived. It is the alignment between a person's convictions and his or her behavior that makes a life persuasive. Thus, integrity and moral authority are the foundation of the irresistible attraction of a coach.

The term self-leadership did not surface for the author until she attended a conference hosted by the Willow Creek Association. Willow Creek Association is headquartered in suburban Chicago and is known for hosting various conferences related to leadership. Upon attending one of the annual conferences in the year 2000, the author never expected to hear a pastor speak so passionately and knowledgeably about leadership in the context of a church environment. That pastor was Bill Hybels. At the time of the conference, he was leading the most influential church in America, Willow Creek Community Church.

People from all over the world were attending this conference to understand why he was so influential, why people were flocking to that church, and what he was prescribing that was so contagious. During that conference Bill Hybels made the statement from one of his books, "Effective leaders spend 50-60% of their time on self-leadership" (Hybels, 2002, pp. 183–185). He explained that in order to have expanded influence, leaders must constantly be building their understanding of leadership principles and apply them in relevant actions that propel themselves and the organizations

they lead to greater accomplishment. The author would later learn that big statement to be true from both personal experience and applied learning. Since that moment, it has become clear that leaders are leaders, and organizations are organizations, regardless of a religious or non-religious, for-profit or not-for-profit context, because people are people and leadership principles are universal within organizations and geographies. There may be contextual variations, but the principles are basically consistent.

Since the Willow Creek Conference in 2000, the author has made it her goal within the business of coaching to test that statement. Over and over, by both observation and research, the concept of self-leadership has become a lifelong pursuit and a centerpiece in the author's coaching practice and teaching. Since that time, the author has expanded her private practice to include teaching coaches about coaching leaders, executives, and teams at The Institute for Life Coach Training, The Professional Christian Coaching Institute and The Academies Coach Training Programs. She has further expanded her practice to mentor-coach (coach other coaches to become coaches) at least 10 coaches per year over the past almost 20 years. One consistent factor for clients, the coaching students, or the mentor-coachees is those who focus on leading themselves are better equipped to lead others. Thus, it has become the author's belief that the following intentional behaviors constitute self-leadership as it pertains to leadership coaching. They will serve as qualifiers for self-leadership in the basis of this study:

1. Initial and ongoing professional education (a learning lifestyle)
2. Commitment to growing in emotional intelligence

3. Personal setting and achieving of professional goals
4. Attention to personal health and habits (eating, exercise, sleep, stress management)
5. Marketing and financial acumen
6. Partnering with personal/executive coaches along the way

These behaviors will ultimately produce positive outcomes for the professional coach. They will be manifested in tangible, related results demonstrated in the following outcomes for his or her coaching practice/business:

1. Coach's financial success
2. Job satisfaction of the coach
3. Client satisfaction with the coaching experience
4. Coach's ability to apply self-leadership into the client's experience
5. Client retention with the coach

These factors will provide the foundation for the author to dive into the correlations between a coach's self-leadership and the success of their coaching practice. This research is designed to test the evidence of that correlation and to encourage the coaching profession to practice what is prescribed, developing themselves to a place where they can provide true value to their clients.

#### **Statement of the Problem**

The determinant of success for a business is directly tied to bottom-line profit. The more money a business earns, the more successful they are perceived to be. This success is dependent upon all disciplines of organizational life: marketing and sales,

systems and operations, human resources and finances, etcetera. However, when one looks at the field of professional coaching, there is a more intense correlation between the coach's services and the bottom line. The chemistry of a one-on-one transaction between the coach and client actually determines if there will be a monetary transaction. This stands true for both individual coaching agreements and organizational coaching agreements (more commonly known as contracts).

A chemistry between a coach and a client is comprised of many things. The ICF has a Core Coaching Competency listed in their definition of skills/approaches a coach takes to ensure this transaction. It is referred to as coaching presence, the coach's ability to be fully conscious and create a spontaneous relationship with a client, employing a style that is open, flexible, and confident, under ICF Core Competency B4 (International Coach Federation, n.d.). Coaching presence is the tip of the iceberg, or what is perceived and/or seen by the client. The underlying personal qualities that are under the water of the iceberg, those attributes that determine what the potential or the engaged client sees are the coach's character, integrity, life balance, experience, emotional intelligence and, perhaps most importantly, ability to bring out the best in others. This is where the work of the coach on him or herself takes place. These are the internal aspects of the coach. The coaching presence is the external. Self-leadership takes place in the internal space, and the client sees the external manifestation of it.

In order to stay focused on others, the coach must be centered and confident enough to make the conversation about the client rather than him or herself. This involves many facets of self-leadership. The client has an internal gauge about this in a

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coach and scrutinizes the coach in the introductory meeting to assess this chemistry. If the coach is able to engage that client relationally, it directly impacts the success of the coach's business. Therefore, the correlation between self-leadership and the success of a coach is vital to examine to provide a future benchmark for coach success. The coach is the product and the service in the coaching industry and thus how he or she leads himself or herself is the key to the whole process.

### **Purpose of the Study**

The purpose of the study is to explore the correlation between a professional coach's self-leadership and the success of his or her personal coaching business. A questionnaire developed to measure characteristics of self-leadership as well as business success is the tool that will be utilized to determine if there is any correlation between the two.

As defined in the Background section of the study, the following variables of self-leadership have been deemed by the author to provide measurable data and highlight those practices a professional coach commits him or herself to enhance success. The author was mindful to select criteria to represent self-leadership that could be quantified in a questionnaire format:

1. Initial and ongoing professional education (a learning lifestyle)
2. Commitment to growing in emotional intelligence
3. Personal setting and achieving of professional goals
4. Attention to personal health and habits (eating, exercise, sleep, stress management)

5. Marketing and financial acumen
6. Partnering with personal/executive coaches along the way

In addition, the following variables of business success were carefully selected to be quantifiable in a questionnaire format, ensure client confidentiality, and be relevant to define the success of a coach:

1. Coach's financial success
2. Job satisfaction of the coach
3. Coach's ability to apply self-leadership into the client's experience
4. Client retention with the coach
5. Client retention with the coach

The author's purpose is to determine if any of these factors are statistically significant when assessing the level of self-leadership a coach dedicates him or herself to, and the level of success they enjoy.

### **Research Hypothesis**

The hypothesis for this dissertation is that the success of a professional coach's business is directly tied to the self-leadership of that coach. Thus, the main question to be answered by this study is, how does a professional coach's self-leadership determine the overall success of his or her coaching business?

As stated previously, there are over 20,000 coaches who have become members of the ICF in a very short period of time. In addition, the openness to coaching has been so positive that some suggest it to be a fad. The author thinks coaching has arrived at a time in history when people need it, desires it, and will pay for it, both individually and

organizationally. Contributing factors include critical mass due to organizational downsizing, introspective leaders valuing emotional intelligence, the desire for accelerated success, and present cultural norms, which include the absence of parenting and the embracing of mentoring. In fact, in a recent TED Talk, Bill Gross attributes timing as, “The single biggest reason why startups succeed,” (Gross, 2009). If that is the case, coaching has arrived because the need is very high, even with less than optimal economic conditions.

Yet coaching is not a science and providing specific guidelines for success in the very elusive engagement process is somewhat difficult. Many coaching students have approached the author seeking formulaic advice to increase the likelihood of financial success based on certain behaviors. Right now, those answers might be as different as the number of coaches being asked. This study is designed to give some quantifiable guidance to enhance the success of a coach going forward.

#### **Limitations of the Study**

Arguably, coaching as a profession is still in its embryonic stage of life. The establishment of the International Coach Federation and the assignment of credentialed coaches was a brilliant move that provided professional status to the profession. Notwithstanding, there is still not even an undergraduate course of study to the author’s knowledge available in 2018. This dissertation is being submitted for consideration to a non-traditional, student-directed university that has the forethought to provide scholarly work about the profession of coaching to the educational establishment. The result of research like this will hopefully prime the pump for more relevant and experience-based

research to follow. At the time of this writing, most of the existing research published about coaches still seems to focus on sports or the industry in general. Little is written about the potential, progress, or habits of the coaches themselves.

So, the research for this dissertation will be limited to recent accounts of entrepreneurial coaches who may have a bias toward self-leadership. Their success could potentially be attributed to the newness of the field and clients who are early adopters. This could skew the results.

Another limitation of the study is the absence of research on the clients themselves. Due to the nature of the client relationships being confidential and protected by the coach, it was determined that it was too difficult, too proprietary, too qualitative to attempt including clients in the process. Choosing client indicators of success like referrals, additional income, longer contracts and more extensive contracts provided the information that could be indicators of client satisfaction and provide a substitute for actual client interface. It keeps the data quantitative rather than qualitative as well.

Another narrowing of data occurred as the author chose to focus more on external coaches who contract with individuals and organizations, rather than internal coaches who are employed by organizations and operate within the employee base. According to Sherpa Coaching (2017), external coaches are more apt to follow a self-directed, unique protocol with their clients while internal coaches tend to follow a published process prescribed by the organization with whom they are employed. However, also according to Sherpa, external coaches constitute approximately 90% of the coaching population.

Nevertheless, the 10% who make up the internal coaching crowd are not represented in this study.

There are other limitations that may have proven to be significant along the way. Studies of coaches by Sherpa and the ICF have exposed that on average coaches actually coach around 6.5 hours per week (Sherpa Coaching, 2017). Many coaches either seem to prefer part-time, may be new to the profession, or may have difficulty marketing an intangible service to a broad range of prospects. It may be that the flexibility of coaching attracts many people who only desire part-time employment. This may be another limitation of the study since it appears to be a common practice at this stage of the coaching professions existence. People who are not full time tend to approach self-leadership in their profession differently.

It must also be noted that the participants of the study were largely American coaches from the United States. The most recent studies cited by Sherpa, ICF, and The Conference Board throughout this dissertation were all global. While there may be some participants from other countries, this hypothesis was largely tested on US coaches.

As the author evaluated the results of the study, an awareness arose that the question from initial consideration was mistakenly omitted, do you personally engage a coach on your own? As further research is done, that could be a key question to include to evaluate self-leadership and the success of a professional coach. However, the author has also observed the presence of a great deal of self-coaching in herself and other experienced coaches over the years. Longevity as a coach may produce changes in their operative behavior. Coaches become experts at asking themselves, what would I coach

my clients to do, or, am I doing what I know to be wise, or will I regret this decision?

This process would be reflected in the self-leadership section of the survey.

Nevertheless, it would certainly be a question to include as future study is done and the profession matures.

### **Definitions**

For the purpose of this study, self-leadership and success shall be defined as follows: Self-leadership is defined as the practice of intentionally influencing a person's thinking, feeling, and behaviors to achieve his or her objectives (Bryant & Kazan, 2013). Self-leaders have a drive for autonomy, can readily make decisions, and are more creative, persistent, and resilient in the face of adversity. Some of the intentional behaviors that characterize self-leadership are self-awareness, personal goal setting, self-motivation, positive self-talk, assertive communication, and the ability to receive and act on feedback.

In addition to defining self-leadership, success for a coach must be defined for this study. Success for a coach is defined as the length of time a coach works with his or her clients, the number of client referrals they receive, year-over-year bottom-line increase, and the mental, emotional, spiritual, social, and physical growth of the coach. To review the components of both self-leadership and success as stated above, refer to the background of the study.

Part-time versus full-time work is another delineator for the study. For the purpose of this work, part time is less than 20 hours a week and full time is greater than 20 hours a week.

Finally, internal versus external coaches were sifted through as potential participants of the study. Internal coaches are employees of the organization they serve. They are W-2 employees per the Internal Revenue Service. External coaches are typically contracted from outside the organization they serve, non-employees who receive 1099 income per the Internal Revenue Service.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### **Defining the Industry**

The majority of research that exists today related to the field of coaching is focused on the industry/profession itself, in order to validate the viability of the relatively new expansion of the profession. Little has been studied about the behavior of individual coaches and the effect on their clients.

However, academic research on the field of executive coaching dates back to 1937 when the first study of coaching's impact on manufacturing was published by Gorby (1937). "The study, while limited in its methods, was a marker signalling the potential of coaching as a force for good within organizations," (Passmore & Fillery-travis, 2011, p. 70). However, after this initial study, research went cold, as there was very little written from 1937 to 1999.

During the 1990s, coaching research began to appear more widely with approximately 41 pieces of literature being written. Even with the emergence of research around executive coaching, the majority was focused on the industry/profession to define and validate the industry. There is still little research focused on any behavioral characteristics of the professional providers of the service themselves, and nothing recognizable related to the self-leadership of a coach and how their leadership of self correlates to the success of their business.

### **On-going Research**

There are two organizations doing on-going research on Executive Coaching today: The International Coach Federation and Sherpa Coaching. The author would like to open this section by discussing the most recent findings from the work of these two organizations.

First, the notable observations regarding the 2016 ICF Global Coaching Study. The ICF has commissioned three studies over the years, 2007, 2012, and 2016. Each one is more extensive than the previous study. The 2016 Study was undertaken by PricewaterhouseCoopers to provide an outside look at the profession. A whopping 15,380 survey responses were secured from 137 countries. The Study illuminates the “coaching continuum” to account for a more specific look at professional coaches compared with those who utilize coaching skills. This separation attempts to differentiate managers and leaders who use coaching skills to be more effective in their day-to-day activities from those who choose to provide coaching services as a profession/for a living. “From the available data, it is hereby estimated that there are presently approximately 53,300 professional coach practitioners worldwide. Western Europe accounts for the largest share (35%), followed closely by North America, with an estimated 33%,” (International Coach Federation, 2016, p. 7). Coaching has become a worldwide service and has spread globally in incredible proportions. The study showed that 1 in 5 coaches are in the 50–54 age range, and a little more than half of coaches are between 45–59 years of age. The experience of the author resonates with this perceived preference for early adopters to select coaches with experience to draw from, even though this is not a

stated requirement by the ICF. Females account for 67% of coaches. The proportion of female coaches is highest in North America. As detailed in Chapters 3 and 4 of this dissertation, the author wonders if flexibility of the work is a greater attraction to females than males. Average annual revenue in U.S. dollars are highest for coaching in North America, Western Europe, and Oceania, with total annual revenue from coaching reaching \$2.356 billion USD in 2015. The profession continues to become a larger contributor to earnings year over year. The Study found that three out of four coaches with active clients indicated that they expect their number of clients to increase over the next 12 months. This is another indicator of the growth of the industry and the attraction it holds to those who choose the profession. The Study shows that the majority (53%) of clients are sponsored. The fact that organizations include coaching as part of their disposable organization development budgets validates and grows the profession year over year. A majority of coaching clients (60%), are under age 45, perhaps indicating that the investment is not isolated to senior leaders; rather the benefits of the process are perceived to help younger, high potential leaders.

Key Findings of the 2016 ICF Global Coaching Study: “Mirroring 2012’s findings, the 2016 study demonstrates the high value professional coach practitioners place on training and credentialing,” (International Coach Federation, 2016, p. 12). Ninety-nine percent of coaches reported receiving some form of coach-specific training. Of these, 89% received training that was accredited or approved by a professional coaching agency. Sixty-eight percent have completed 125-plus hours of coach-specific training. Seventy-seven percent of people and organizations who receive coaching

expect their coaches to be certified/credentialed. The biggest obstacle for coaching over the next 12 months is untrained individuals referring to themselves as coaches. The greatest opportunity for coaching over the next 12 months is increased awareness of its benefits.

Next, some notable observations from the Sherpa 2017 Executive Coaching Survey: The Executive Coaching Survey is a research project in its 12th year. Over 900 people from over 65 countries responded to the 2017 survey. Since the first Executive Coaching Survey, survey design has come from university executive education programs. “Business leaders use this research to design internal coaching programs and make intelligent decisions about change management and corporate culture. Coaches use this report to make strategic decisions about their careers,” (Sherpa Coaching, 2017, p. 68).

The most widely accepted definition of executive coaching defines it as “regular meetings between a business leader and a trained facilitator, designed to produce positive changes in business behavior in a limited time frame,” (Sherpa Coaching, 2017, p. 8). Executive coaching is different than life, sports, fitness, or business coaching. The Executive Coaching Survey has been disseminated or promoted over the years at the following Universities: Howard University, Kent State University, Miami University, Penn State University, Sociedade Brasileira de Coaching, Southern Illinois University, Stellenbosch University, Texas Christian University, University of Cincinnati, University of Georgia, University of Louisville, University of Pretoria, Vrije Universiteit Amsterdam, and Xavier University. The following Publications have also participated: *Atlanta Journal Constitution*, *Business Week*, *Coaching at Work Magazine*, *Dallas*

*Morning News, European Foundation for Management Development, Fort Worth Business Press, HR Executive Magazine, Library of Professional Coaching, National Public Radio, USA Today, Wall Street Journal, and World Business and Executive Coach Summit.*

The following indicates a greater critical mass of support for the profession than ever before. The survey showed that as the coaching industry has matured, the perceived value and the credibility of coaching have become very firmly established. Over 90% of respondents rated the value of coaching and the credibility of coaching as somewhat or very high. Since the first survey Sherpa administered in 2005, the number of veteran coaches has significantly increased every year, indicating that executive coaching has become a stable professional field comprised of professionals who continue to contribute to the field.

When a client engages a coach, 73% find the coach through a personal reference. Referrals are used 10 times more often than any other method. The three main reasons a person hires a coach is to solve specific behavioral problems, to assist in transition, and to develop up and coming leaders. Technology is changing service delivery for the coaching industry as coaches and clients do not have to physically meet in person anymore. Coaches are being engaged at all levels of organizations; however, internal coaches are utilized for all levels below senior and top-level management. Veteran external coaches are typically reserved for higher levels. With so many training and certification programs for executive coaches, very few coaches follow a specific published process. However, of those that do, the Sherpa process is the most-widely

used. Coaches under age 45 consistently follow a specific published process for coaching engagements (38%).

### **Key findings**

Overwhelmingly, the key purpose of hiring a coach is for leadership development (60% of respondents). Having a coach is a sign of an up and coming leader. Globally, before-and-after 360° Feedback is the most used method for measuring the benefits of coaching (29%), followed by well-being (20%), and performance reviews (20%). From the Sherpa survey, they have been able to create a Coaching Confidence Index (CCI) to analyze the state of the coaching industry based on several factors:

- Perceived credibility
- Perceived value
- Optimism from coaches and clients
- Change in billing rates
- Change in coaches' workloads
- The state/direction of the economy

Sherpa Coaching (2017) states:

After three solid years, the CCI fell sharply the past two years. The current index is again negative (below 100). Factors including the number of clients seen, a decrease in billing rates and lower optimism have pulled the index back significantly, with little change this year over last. (p. 34)

There are far more coaches 56 years and older than there are 55 and under.

Among coaches, 94% describe themselves as external coaches and 62% are women.

While the profession is reaping quite a bit recently from what it has sown, previous writings offer little to support the industry before the 1990s.

In the 2001 publication, *Executive Coaching: A Comprehensive Review of the Literature*, written near the beginning of the ICF (which was birthed in 1995), Sheila Kampa-Kokesch and Mary Anderson provide a comprehensive and critical review of the existing executive coaching literature. The authors attempt to summarize their findings with the following nuggets:

“Although there has been increased attention in the literature, there is surprisingly little empirical research on the efficacy of executive coaching,” (Kampa-Kokesch & Anderson, 2001, p. 206). Writings on executive coaching cluster into one of three bodies of literature: the psychological, training and development, and management. In reviewing the literature, it is unclear when exactly executive coaching began. The term executive coaching came into the business world in the late 1980s and was used because coaching sounded less threatening than other types of interventions. There are three phases in the history of executive coaching:

The first phase occurred between the years of 1950 and 1979, when a few professionals used a blend of organizational development and psychological techniques in working with executives. During the middle period (1980–1994), an increase in professionalism occurred as well as the beginning of standardized services (though a full standardization has not yet occurred). In the current period (1995–present), there has been an increase in publications and the establishment of a professional organization for coaching: The Professional and Personal

Coaches Association, more recently known as the International Coach Federation (ICF). (Kampa-Kokesch & Anderson, 2001, p. 207)-

The ICF chartered itself with formalizing the coaching profession. They defined executive coaching as:

A facilitative one-to-one, mutually designed relationship between a professional coach and a key contributor who has a powerful position in the organization. This relationship occurs in areas of business, government, not-for-profit, and educational organizations where there are multiple stakeholders and organizational sponsorship for the coach or coaching group. The coaching is contracted for the benefit of a client who is accountable for highly complex decisions with [a] wide scope of impact on the organization and industry as a whole. The focus of the coaching is usually on organizational performance or development but may also have a personal component as well. The results produced from this relationship are observable and measurable. (Kampa-Kokesch & Anderson, 2001, pp. 208–209)

The ICF began developing standards for executive coaching since none were established; however, many suggested it should be up to the American Psychological Association (APA) to set standards because psychologists possess many of the skills necessary to provide executive coaching services. The ICF argued that psychologists do not possess the business knowledge necessary to coach executives, so executive coaching basically got its' wings to go forth. The reasons for engaging a coach began to take vision from the fact that other high-performance individuals—athletes, performers, and

public speakers—used coaching as a means of improving their performance. Additional reasons include:

The rapidly changing global economy necessitating continued development, the lack of opportunities provided executives for growth, the realization by business that poor executive leadership can lead to financial ruin, and the recognition that interpersonal skills are key in effectively managing oneself and those in a company. (Kampa-Kokesch & Anderson, 2001, p. 209)

The most compelling reason for engaging a coach is due to the fact that up to 50% of executives fail to advance in their careers; and, thus, the opportunity for coaches to proliferate stems from supporting them in the necessary and honest feedback the executive needs to increase self-awareness, self-esteem, and better communication.

One of the major findings from Kampa-Kokesch and Anderson, was from a dissertation by Laske where the developmental effects of executive coaching on an executive's professional agenda was examined. Laske proposed from the results of his study that:

(a) in order to experience transformative (ontic-developmental) effects of coaching, one must be developmentally ready to experience them and (b) coaching may have transformative (ontic-developmental) effect, but the developmental level of the coach must also be such that it allows the coach to co-generate these effects in the coaching relationship. (Kampa-Kokesch & Anderson, 2001, p. 220)

Kampa-Kokesch and Anderson (2001) conclude, “even though the literature provides some basis for understanding executive coaching, it also identifies concerns regarding the absence of a clear and widely accepted (a) definition, (b) standard of practice, and (c) agreement as to the appropriate service providers,” (p. 223). In terms of which organization can develop guidelines for the coaching industry the authors state:

In order to know who is best qualified to deliver executive coaching services, we need to know more about the executive coaching process and how it relates to outcomes. . . . What specifically about the coaching process is responsible for the desired outcomes? (Kampa-Kokesch & Anderson, 2001, p. 224)

These findings are an interesting correlation between this article and the 2016 ICF Global Coaching Study as Kampa-Kokesch and Anderson notes: Pertaining to the qualifications of coaches, there are a myriad of backgrounds from which executive coaches are coming. “Currently, professionals from business, teaching, law, and sports are claiming to be executive coaches. In part, this is a result of the increased demand for executive coaching, and, as such, there is concern over unqualified professionals making claims and threatening the legitimacy of executive coaching as a viable intervention,” (p. 211).

The author finds it interesting this was the concern in 2001 and is still the concern in 2017. This discussion is a reminder that prior to the birth of the ICF, there was little order and vision for the coaching profession. The very fact that the definition of executive coaching was quite groundbreaking is telling for anyone interested in learning more about the genesis and unfolding of the profession of coaching. It is truly a work in process. Continuing on the theme of what has gotten us to where we are today, a

summary of *A Critical Review of Executive Coaching Research: A Decade of Progress and What's to Come* by Jonathan Passmore and Annette Fillery-travis (2011) provides a window into recent trending:

The purpose of their research was to evaluate the research that had been done over the decade of 2001–2011, as the executive coaching industry began to grow and fully become an industry. One of the keys to their research was to identify and define the knowledge base upon which they, as coaches, work. They stated that:

The coach needs to be sufficiently trained to identify the boundaries of their competence and manage these within the contract [self-leadership to acquire these skills]. This should include identification of medical disorders from depression to narcissism or anti-social personality disorder, where coaching is not an appropriate or helpful intervention. (Passmore & Fillery-travis, 2011, p. 72)

By 2000 the initial exploration of the field had provided various definitions of coaching and yet there was still not a singular definition to emerge:

It was suggested that executive coaching was really a repackaging of activities and techniques borrowed from other disciplines such as counselling, psychology, learning and consulting. It is undoubtedly true that a significant amount of the knowledge base used by coaches originates from other disciplines. However, in our view, this does not negate the uniqueness of the synthesis of these elements to produce an offer of benefit to clients and one which is not provided by other interventions. (Passmore & Fillery-travis, 2011, p. 73)

**Key concepts/ideas**

The critical attributes of the effective coach have been identified as three areas: self-awareness, the backbone of emotional intelligence; core coaching competences, clearly identified and measured by the ICF; and an understanding of the ethics and management of coaching relationships, table stakes for ICF certification and renewal of credentials. It is now recognized that the most consistently identified factor seen as contributing to the success of a coaching engagement is the quality of the relationship between the coach and client. This relationship ushers the coach into coaching engagements that lead to the success of the coach.

A further theme worthy of research is the impact of coaching on the coach themselves. A number of writers have speculated on the impact of coaching on the coach, some research into this has started but more needs to be encouraged to understand whether coaching affects leadership competence, resilience and emotional intelligence as we suspect. (Passmore & Fillery-travis, 2011, p. 80)

Here we are in the 21st century, with articles written for executives in *The Harvard Business Review*; specifically, a 2009 article by Diane Coutu and Carol Kauffman entitled, *What Can Coaches Do for You?* The authors state that, while the field has matured, it is still full of contradictions. Coaches still disagree over why they're hired, what they do, and how they measure success:

The authors conducted a survey of their own in 2008 with 140 leading coaches from the US and the UK. Respondents felt that the bar needs to be raised in various areas for the industry to mature, but there was no consensus on how that could be done.

Coaching borrows both from consulting and therapy. As of 1999, most companies engaged a coach to help fix a toxic behavior at the top. As of 2008, the profession evolved to the place that most coaching is about developing the capabilities of high-potential performers. The survey results suggest that, “the industry is fraught with conflicts of interest, blurry lines between what is the province of coaches and what should be left to mental health professionals, and sketchy mechanisms for monitoring the effectiveness of a coaching engagement,” (Coutu & Kauffman, 2009). “The coaching industry will remain fragmented until a few partnerships build a brand, collect stellar people, weed out those who are not so good, and create a reputation for outstanding work,” (Coutu & Kauffman, 2009).

Forty years ago, no one talked about executive coaching, now coaching is a popular solution for ensuring top performance from an organization’s most critical talent. Coaching differs dramatically from therapy. However, with studies from Australia, the UK, and the US, between 30–50% of those seeking coaching have clinically significant levels of anxiety, stress, or depression. With this, organizations should require that coaches have some training in mental health issues, so they can understand when to refer clients to professional therapists. This is a common theme of all studies.

Executive and leadership coaches seldom get their training for ongoing education from scholarly research, especially since there is little curriculum available from within the academic world to train an individual in the field of coaching. Most executive coaches are trained in the behavioral sciences and business. Since executive coaches

have often found their relevant references from the world of business, they apply valuable equipping information from business and industry to the world of coaching.

Recently, there has been a plethora of information on emotional intelligence and leadership itself that supports the importance of self-leadership in any leader's life. Since leadership is basically defined as influence (Maxwell, 1998), a coach is definitely a person of influence in the life of a client if he or she is fulfilling his or her role. The hypothesis of this research is, embracing the process and the outgrowth of effectiveness of the coach is of even higher importance for the leadership/executive coach. Although a coach is supposedly a master of listening and asking powerful questions about leading, rather than an expert on the field of leadership, the backdrop from which the right questions are asked at the right time comes from progressive expertise and years of experience in the field. In fact, Lee Smith and Jeannine Sandstrom compiled summary findings from the International Coaching Summit at the 1999 ICF Conference that cite the need for firm grounding in business knowledge and competencies and a thorough understanding of the world of the executive leader to be an effective coach (Leonard, n.d.). Smith and Sandstrom have developed a training process for coaches and leaders with the assumption that great leaders intentionally influence and develop other leaders. In other words, they become Legacy Leaders building a multi-generational thumbprint for others who will use these same principles (Sandstrom & Smith, 2008). This practice differentiates the skill set of a life coach from an executive/leadership coach in the marketplace.

For the upwardly mobile, growing leader in organizational life, early writings on self-leadership began with Peter Drucker (1967) and his signature work, *The Effective Executive*. Dale Carnegie and Zig Ziglar were dominant figures as well, further detailing the skills of planning, organizing and controlling with an exposition about the importance of communication and relational skills with their works, *How to Win Friends and Influence People* and *Born to Win* motivational series (Carnegie, 1981; Ziglar & Andrews, 2012). Stephen Covey (1989) led the transformation of the intentional leader with his *7 Habits of Highly Effective People*, which changed the author's life and the lives of millions. Covey's marketing, training, and consulting process took the effectiveness of self-leadership to the forefront of many lives. Then came Kouzes and Posner (1987) with *The Leadership Challenge*, Daniel Goleman and co-authors with *Emotional Intelligence* (Goleman, 1995) and *Primal Leadership* (Goleman, Boyatzis, & McKee, 2002), Patrick Lencioni (2002) with *The Five Dysfunctions of a Team*, Jim Collins and Jerry Porras (2004) with *Built to Last* and Collins (2001) with *Good to Great*, Daniel Pink (2009) with *Drive*, and many, many others. It became clear that, if a leader wanted to be effective, he or she could tap into incredible resources to help him or her get there. An intentional lifestyle of growing emotional intelligence and acquired skills has become a hallmark of an effective leader no matter whose books are read and what pursuit of leadership is sought.

Capitalism and the publishing world made research that was previously available to academics and scholars available to the general public. Although the term *self-leadership* was not commonly used, the literature was encouraging and equipping leaders

to do it. Learners became the motivators and ideators for change and new business opportunities in both the for-profit and not-for-profit sectors. The distinction between management and leadership was clearly delineated in works of Drucker and everyone else (Drucker, 1967). Leaders became the change agents of effective vision and progress, while managers became the efficient improvers of ongoing operational initiatives. Coaches were engaged to help people identify where they fell in these two categories and go about being the most effective person they could be.

While the scholarly research to back all this up in academia and think tanks has been previously noted in Chapter 2 of this dissertation, many research projects about organizations have been packaged as easy-to-read books, even audiobooks, readily available to the general public. The recent rise of the internet and complimentary graphics has made this information available through TED Talks, YouTube, blogs, Twitter, podcasts, and so on. Self-leadership resources are plentiful and readily available to the individual who wants to grow. Most of the growing leaders in the author's sphere of influence have annual goals and daily practices that involve reading and listening to the newest and the most relevant information available in their area of expertise.

It is from the review of both the scholarly research available on coaching and leadership as well as the wide availability of self-help books on leadership and emotional intelligence (that often substitute for the one-on-one executive coaching) that the author draws much of the resources for this study. In addition to the resources, a detailed analysis of the author's personal experience as a coach and interactions through mentoring other coaches will complete this study. She believes this art of self-leadership

is now a commodity to be tapped into. The profession of coaching can be the conduit of communication and the advisor of tapping into readily available resources. Learning has become individualized and customized in the privacy of the leader's home, and coaching can be experienced one-on-one in person, on the phone, through video conferencing media like Skype, ZOOM, FaceTime, or chat rooms. Early research by the Society for Human Resource Management (SHRM) cited the fact that training alone accomplishes a retention rate of 35% of the information presented; while training plus coaching achieves a 75% rate of retention (Society for Human Resource Management, 2008). This fueled the early fire of coaching. Individuals and organizations seem to embrace this concept with the rise of the coaching profession. The ICF Global Coaching Study compiled in 2012 summarized the revenues from coaching worldwide to be approaching \$2B (International Coach Federation, 2012). The latest figures available tabulated in 2015 surpasses that to \$2.4B, representing a 19% overall increase, with 53,000 professional coach practitioners worldwide (International Coach Federation, 2016).

## CHAPTER 3

### RESEARCH METHODS

#### **Research Approach**

The research approach for this study will be to examine the correlation between self-leadership and the success of an executive/leadership coach through an analysis of the existing literature, along with a detailed analysis of a research questionnaire. In addition, the author's experience with this correlation over almost 20 years of coaching will provide an in-depth study of the research and give a clearer picture needed to test the hypothesis proposed.

Executive/leadership coaching as a profession is still in its embryonic stage of development, but the establishment of the International Coach Federation (ICF) to credential coaches and provide professional status has given the appropriate credibility to this industry (Leonard, n.d.). The embryonic stage of executive/leadership coaching means there is limited research and analysis available because it is so new that it is still in its gestation phase of maturity. Even so, a 2015 quantitative research and analysis study commissioned by the ICF and undertaken by PwC Research is the most extensive data and information on the coaching industry to date (International Coach Federation, 2016).

The author considered both quantitative and qualitative methods using a questionnaire and in-depth interviews to coaches as the research approach for this study. However, given the lack of quantitative research available on the coaching industry as a whole, the author deemed it necessary to utilize a quantitative research approach for this

study. This approach allowed for a consistent, logical, and methodical look at the coaching industry by isolating specific variables and demographics unique to the coaching industry.

After careful review of the findings, it was determined that it was necessary to isolate how much time a person devotes to coaching, whether full-time or part-time. This variable was a key determinant to parse the data into appropriate segmentations, allowing for better analysis. The author did not originally think this would be so significant, but analysis proved it necessary to separate the data into these two categories.

Further validation for a quantitative research approach alone came as the author identified the specific nature and clear relationships between the independent and dependent variables of the hypothesis at hand. Because of this awareness, a qualitative research method was deemed to be insufficient and unnecessary to address the hypothesis.

### **Research Design**

After determining the research would be a quantitative research approach, the author set forth to design a process to gather data and then provide subsequent analysis. The research design established for this study was to administer a quantitative questionnaire to coaches in various coach training programs as well as professional leadership and executive coaches the author has become professionally affiliated with over the years. These coaches were all external coaches responsible for working with individuals and organizations on a contractual agreement basis rather than as in-house employees. This further refinement enabled the survey pool to lend a more apples-to-

apples comparison. External coaches work in a very different professional space and serve their clients more directly than coaches who work through an organizational agreement. The complexity of working with both the organization and a consumer-type client requires a higher degree of skill by the coach.

The first step in the research design process was to identify which coaches would be viable participants for the study. The author reached out to owners of multiple training programs for leadership coaches as well as coaching organizations who contract leadership/executive coaches for sponsor organizations. From these conversations, the author was able to identify a pool of approximately 1,000 potential participants who met the criteria of being an external executive/leadership coach in either full or part-time capacity.

The next step in the research design process was to establish the questionnaire to procure the quantitative research for the study. The questionnaire contained specific questions to clearly define a coach's practices of self-leadership as well as their assessment of their success as a coach. The questionnaire was broken into four sections:

#### **Satisfaction**

Satisfaction addresses and includes job satisfaction of the coach as he or she provides coaching services to the client. This is the second indicator of business success cited in both the Background and Purpose of the Study sections of this dissertation.

Three questions were asked. The first was, considering everything, how satisfied are you with your job as a professional coach? The second was, considering everything, how long do you see yourself being a professional coach? And, the last of the three was,

in terms of motivation, rank the following aspects of coaching from highest to lowest motivators for you.

### **Coaching practice**

Coaching practice addresses and includes four criteria. The first is a coach's financial success, the first indicator of business success in the Background/Purpose sections of this work. The second criterion is a coach's ability to apply self-leadership into the client's experience, which is the third indicator of business success in the Background/Purpose sections. The third criterion is the coach's client retention, and the fourth indicator of business success in the Background/Purpose sections. Marketing and financial acumen is the final criterion and simultaneously the fifth criteria for self-leadership in the Background/Purpose sections.

Six questions were asked to explore how the coaches perceived the success of their coaching practices. As of January 1, 2017, approximately what percent of your 2016 clients did not complete their client agreement? The second was, as of January 1, 2016, approximately what percent of your 2015 clients did not complete their client agreement? The third was, comparing 2017 to 2016, what was the percentage growth of your coaching business? Next was, on average, how many client hours do you bill on a monthly basis? The fifth was, in 2016, how many referrals did you have? And finally, the sixth was, in 2015, how many referrals did you have?

### **Self-leadership**

Self-leadership addresses and includes initial and ongoing professional education, which constitutes a learning lifestyle (the first indicator of self-leadership criteria in the

Background/Purpose sections of the dissertation), commitment to growing in emotional intelligence (second indicator of self-leadership), personal setting and achieving of professional goals (the third indicator of self-leadership), attention to personal health and habits, such as eating, exercise, sleep, stress management (the fourth indicator of self-leadership in the Background/Purpose sections), and partnering with personal/executive coaches along the way (the sixth indicator of self-leadership in the Background/Purpose sections of the work).

Questions pertaining to self-leadership were:

- Which of the following personality assessments have you taken?
- In the past 5 years, how many 360° reviews have you administered on behalf of your clients?
- On average, how many hours of continuing education or professional development do you take a year?
- On average, how many books do you read or listen to a year?
- On average, how many podcasts do you listen to a year?
- On average, how many blog posts do you follow regularly over a year?
- On average, how many conferences do you attend in a year?
- On average, how many hours of sleep do you get a night?
- How frequently do you exercise for 30 minutes or more?

### **Demographics**

This section was developed to provide a greater understanding of the participants of the study. It included questions about credentials held by the participant, length of

time coaching, length of time the participant considers himself or herself a professional coach, monthly client hours, percentage of time spent coaching on a monthly basis, number of active individual clients, number of organizations contract with on a monthly basis, average fee per session, net income in 2016, and highest level of education completed.

Careful consideration was given to each section and questions were asked in order to appropriately identify the variables which would address the hypothesis proposed. Given the need for the quantitative data, questions were formed so that a numerical value could be assigned to each possible value. This allowed the flexibility to divide the questionnaire into numeric and categorical variables. In addition, knowing there would only be one questionnaire completed by participants, the author focused on identifying a set of questions which would generate substantial data to provide enough empirical evidence to support or deny the hypothesis.

The final step in the research design process was to establish the process of administering the questionnaire to the pool of coach participants. Due to the geographical distribution of the participants, the author determined the best method for administering and collecting the questionnaire would be through an online survey tool. This would increase the likelihood of receipt and completion by participants in a timely and efficient manner. After vetting several online survey tools, typeform.com was chosen as the best option to administer the questionnaire (see Research Methodology section for a further explanation). Typeform.com is a visually driven survey tool that allows for a participant to be given one question at a time, a feature designed to increase

survey participation and completion. After all design steps for research were completed, the questionnaire was administered during June, July, and August of 2017. Each possible participant was emailed a consent form through a secure document signing software, also described in the Research Methodology section of this document. Once the consent was signed, they received the questionnaire to complete.

### **Research Hypotheses/Research Questions**

The hypothesis for this dissertation is that the success of a professional coach's business is directly tied to the self-leadership of that coach. Thus, the main question to be answered by this study is, how does a professional coach's self-leadership determine the overall success of his or her coaching business?

### **Subjects**

The subjects of this study were current coaches and coaches in training whom the author has been directly involved with or mentored over the years. Because of the author's history and tenure as a professional coach and instructor in two Accredited Coach Training Programs (ACTP), nearly 1,000 coaches were able to be identified as participants for this study. Many were disqualified because they were internal coaches, remunerated as an employee of the organization they serve.

The coaches who were surveyed were drawn from coaches who are business professionals with Arden Coaching (approximately 25 Executive Coaches), Get Positive Today (approximately 40 Executive Coaches), and Beyond Influence (approximately 25 Executive Coaches) were invited to participate in the study. In addition, coaches attending training programs for initial training or continuing education from The

Academies (approximately 125 Executive, Brain Specialist, and Career Coaches), Professional Christian Coaching Institute (approximately 250 Leadership Coaches), and Coach Approach Ministries (CAM) (approximately 200 Leadership Coaches) were invited to participate in the study. The total initial refined population then was 665 professional coaches who specialize in external executive and leadership coaching.

These participants come from varying backgrounds, education levels, socioeconomic status, credentials, and length of time coaching. The subjects invest different amounts of time into their craft, while developing through continuing education to enhance and improve their ability and capacity to coach. The majority of the population is well-educated, as it turned out that 57% of participants have a Master's or Doctorate degree.

The number of subjects targeted to actually complete the survey was determined to be 100 or more. This numerical sample was chosen by the author's PhD committee chair from The Institute of Professional Studies, Dr. Irv Katz, in order to ensure a healthy distribution of professional coaches. This key determinate required a larger population to provide the most optimal empirical evidence.

### **Instrumentation**

The instrumentation used for this study was a questionnaire developed by the author. A customized questionnaire was necessitated given the lack of questionnaires, studies, assessments, and tests available on the coaching industry. The closest questionnaire is the 2016 ICF Global Coaching Study, which the author references as a strong resource in this dissertation. However, after evaluating the ICF coaching study to

see if it would provide adequate research to inform the hypothesis at hand, the author deemed it necessary to develop a questionnaire from inception. It appears that linking success of a coach to self-leadership practices has not been published in the coaching profession to date.

The development of the questionnaire was essential to this study to ensure a sufficient amount of research was gathered (see Appendix A). The author carefully produced and examined the sections and questions of the questionnaire before distribution to subjects, along with asking each of the leaders of the organizations who provided the participants for the study (specified in the Subjects Section of this work) to edit the questionnaire as well. It was approved by Dr. Katz on behalf of the International University of Professional Studies as well. As referenced in the Research Design section, the key part of the questionnaire was determining the sections in which the questions were focused. Within each section the author identified key identifiers which ultimately could confirm the hypothesis. The key identifiers are:

- Number of clients
- Average fee per client
- Average hours with each client per engagement
- Coach certification
- Length of time coaching

A look at each of these in more detail will inform the development of the instrument used in this study.

First, the number of clients a coach has is an indicator of a coach's ability to market his or her services as well as business/financial success. It is a manifestation of the soundness of the coach's platform of engagement in that the client finds the coach to be trustworthy (ICF Core Competency B3), subscribes to the validity of the coach's philosophy or process of serving the client (International Coach Federation, n.d.). It is a data point that implies that the client feels "heard or understood" and the coach has demonstrated the skill of establishing a good coaching agreement (ICF Core Competency A2). In the author's experience, the more customized approach that is taken to an individual or organizational need, the more likely the proposal will be embraced and a sale will be accomplished to satisfy the client's requirements.

It also indicates that the coach has demonstrated the essential active listening (ICF Core Competency C5) and artful/powerful questioning skills (ICF Core Competency C6) that are designated skills the professional coach must acquire (International Coach Federation, n.d.). In the author's experience, it has been critical to develop these two skills in particular to be a successful coach. Whatever the background that a coach brings to the coaching process, these skills are vital in focusing on the client and the client's success rather than the coach's personal experience, opinions, or even informed possible solutions. Pulling the genius out of the client reveals the magic of the coaching relationship. Clients return and refer others to the coach when these skills are strategically utilized in the coaching process.

It also provides a window into the coach's ability to establish a robust network pool from which to identify potential clients from his or her sphere of influence. Number

of clients being served is a telling sign that the coach displays the skill of attracting clients. Often this means that the potential client observes a lifestyle in the coach that he or she desires; or understands the client's culture well enough that the coach can fit in to the organizational climate. This irresistible attraction is a part of the coaching presence (ICF Core Competency B4) that draws clients to the coach and enables coaches to increase the number of clients they serve.

These skills are indicators of the coach's marketing and sales abilities, skills that often disqualify junior coaches from the running. Marketing skills are evident in that the coach is focusing on his or her target marketing niche, which increases the success of closing sales. Sales skills are evident in that the coach is able to close on the potential client in front of him or her and convert a potential coachable client into a revenue producing client.

Secondly, the average fee the coach can garner is evidence that the coach can convey the value of his or her services and convince clients of the return on their investment of coaching. The most recent findings from the 2017 Sherpa Executive Coaching Survey have cited a steady increase in average professional fees for Executive Coaches who predominantly partner with clients on behavioral issues (from \$280 per hour in 2013, to \$350 in 2015, to \$360 in 2016) and Life Coaches who primarily partner with clients on personal wellness and life issues (from \$156 per hour in 2014 to \$198 in 2016). Only Business Coaches who help clients develop knowledge and skills have remained steady over the years at \$247 average hourly fee. Yet, these are still substantial hourly fees. Coaches who have confidence and are on a positive, intentional trajectory of

self-leadership can secure these fees, while those lacking skill and confidence often cannot.

Return on investment is often qualitative rather than quantitative. Those clients who have experienced good coaching and have a better quality of life, have improved overall results in their work and home life, increased their earnings, or received promotions typically do not need to be sold on the value of coaching. However, in the case of a potential client who may not understand the value of coaching, a wise coach can use formulas many clients would accept. The author has successfully used the ROI model by Tim Morin, Chief Operating Officer of WJM Associates, Inc., who has performed coaching, job transition, and job placement services for many years on many clients (Morin, 2004). He has stated that, while it is more difficult to calculate the ROI of an investment in coaching, it is certainly not impossible. The formula is straightforward:

$$\% \text{ ROI} = \frac{\text{Benefits Achieved} - \text{Coaching Costs}}{\text{Coaching Costs}} \times 100$$

The challenge is clearly in identifying the benefits achieved through the coaching program and assigning a monetary value to those benefits. Typical considerations would be higher sales, cost of onboarding, personal development investment, lower expenses, etcetera. The author is presently working with a client who wants to quantify employee engagement as a benefit to be achieved. An effective coach is able to work with the client to determine this math, thereby securing higher fees and quantifying the value of coaching, a discipline that organizational leaders utilize to make positive buying decisions. These types of metrics are becoming more important in many organizations.

The author's experience in serving coaches and coaches-in-training is that those who are successful at being coaches and growing their own practices are typically able to help clients understand the value of coaching, have many more clients, and can secure a much higher rate with each client and organization.

The third identifier in confirming the hypothesis is average hours with each client per engagement. The author believes that transformational coaching takes much longer than goal-oriented coaching. Clients looking for executive coaching typically engage a coach for one of three reasons: to assist in a transition, to address a problem, or for leadership development (Sherpa Coaching, 2017). Goal-oriented coaching ascribes directly to several ICF Core Competencies, so it is helpful for changing behavior in the short-run. It clearly addresses ICF Core Competency D9, designing actions, and D10, planning and goal setting. Clients can make a job transition, overcome a performance issue, set annual goals, or process grief or a life disappointment and move on. The coach has done a service to the client and usually the engagement lasts for 6 months, more or less. In fact, the latest research from The Conference Board (2008) indicates that 60% of coaching engagements last 6 months or less (Abel, Ray, & Nair, 2016).

Many organizations will fund performance improvement coaching that is designed to support organizational change or a performance plan for 3 to 6 months and expect to address their issue. It may or may not be effective. These are the habits that some books say can be done more quickly because they do not involve emotional growth, rather they are more directly met through behavioral change. Frequently the author will recommend reading to all clients who are endeavoring to change, and for behavioral

changes some favorite recommendations are: *The Power of Habit* by Charles Duhigg (2012), *Who Moved my Cheese* by Spencer Johnson (1998), *Don't Sweat the Small Stuff* by Richard Carlson (1997), *The Energy Bus* by Jon Gordon and Ken Blanchard (2015), and *Boundaries* by Henry Cloud and John Townsend (1992). The hope is to get through the tension and cope well with the change or demand on the client's immediate situation.

When a coach has the opportunity to work with an individual client or organization to get to the core of a problem, it is transformational coaching. It requires skill and agility in exhibiting the ICF Core Competencies of Creating Awareness (D8), Managing Progress and Accountability (D11), and usually referring back to the reasons the foundation of the coaching agreement was established over and over again, ICF Core Competency A2 (International Coach Federation, 2016). Far reaching transitions (typically involving long-term leadership development) like changing the culture of an organization, helping clients grow in emotional intelligence, fostering trust and teamwork, getting to the root of why individuals cannot define their strengths and weaknesses and set themselves up for future job security, etcetera, take a lot of time and commitment from the client individually and organizationally. This requires a larger investment of time and effort, sometimes a lifetime. This is what distinguishes executive coaching from less emotionally charged business coaching, and why coaches who focus in this area usually charge higher fees and secure extended contracts with clients.

Transformational coaching usually involves the coach working with an individual or organization with deeper props or resources that set the client up for an intentional living lifestyle of self-leadership. The author introduces references like *Emotional*

*Intelligence* by Daniel Goleman (1995), *The Seven Habits of Highly Effective People* by Stephen Covey (1989), *Next Generation Leader* by Andy Stanley (2003), *Courageous Leadership* by Bill Hybels (2002), *Stuck* by Anneli Rufus, *Leadership and Self-Deception* by the Arbinger Institute (2000), *Start with Why* by Simon Sinek (2011), and *The Five Dysfunctions of a Team* (Lencioni, 2002), *The Ideal Team Player* (2016), *The Truth about Employee Engagement* (2016), *The Four Obsessions of an Extraordinary Executive* (2000), *Silos, Politics and Turf Wars* (2006), *The Five Temptations of a CEO* (1998), and *The Advantage* (2012), all by Patrick Lencioni as well as various blogs like Michael Hyatt (2018), and Tim Elmore's on Millennials (2018), etcetera.

This type of work usually involves a myriad of assessment instruments like Strengthsfinder, DiSC, Myers-Briggs, Right Path, Keirseley Temperament Sorter, and others. The self-awareness gained from these instruments often provides an introduction to the tenets of emotional intelligence and the backdrop of transformational change. According to the ICF, the most helpful assessment tool is a 360° instrument, whereby a person is evaluated panoramically: by manager(s), peers, direct reports, and frequently others to provide an objective snapshot of the person's abilities and effectiveness. Assessments have been included in the questionnaire to determine the commitment a coach may have to growing in emotional intelligence, specifically self-awareness, as a part of self-leadership.

Over the years, 360° assessments have been deemed the most helpful assessment tool in the arsenal of tools coaches utilize in transformational coaching. The author has observed that good coaches use this to identify strengths, develop goals and action plans,

enhance self-awareness, and help with leadership development. In Sherpa Coaching's most recent study published in 2017, external coaches (the participants of this study) use 360° assessments as a measure of return on investment. Incidentally, internal coaches were found to rely more heavily on the impact on the business itself as a measure of return on investment of coaching.

Transformational coaching usually lasts more than 6 months, typically it lasts years, and focuses on the individual leader's journey of growth from the inside out. Processes like freeing the organization of cultural misfits, which involves outboarding coaching and Human Resources involvement, defining a good onboarding process, especially now when there are so many millennials who require more time and attention in the assimilation process, training leaders on growing trust in a team, effectively dealing with conflict, and maximizing team effort are tackled over time. The author has both experienced and observed that this kind of coaching is beyond the scope of newer, less self-led, and less experienced coaches. Thus, average hours of coaching per agreement is an indicator of senior level executive coaching, usually at the PCC (Professional Certified Coach by ICF) or MCC (Master Certified Coach by ICF) level.

It has been the author's experience that coaches who have sales and marketing awareness and skills know the value of expanding their services to existing clients. These are the most enjoyable, fulfilling, and lucrative engagements. Self-led coaches utilize these skills to benefit both the client and themselves.

The fourth key identifier is coach certification, as in Associate Certified Coach (ACC), Professional Certified Coach (PCC), and Master Certified Coach (MCC). The

author has wondered whether or not coach certification is a significant mile marker toward the effectiveness of a coach, so it was added to the mix.

Prior to becoming a professional coach, the author was a partner in the personal financial advisory business. The financial advisors in the firm lamented that the certification process to become a financial advisor became more arduous each year. So, when the author decided to become a coach and learned that the same individual who designed the professional certification process for financial advisors, Thomas Leonard, was the one who initiated the certification process for the coaching profession, the author took it very seriously. The author secured a MCC designation very quickly in 2004, when few had reached the advanced designation. As seen in the financial services business, it does seem to be more difficult to attain the coveted status of an MCC. The author is diligent in maintaining that credential, renewing it every 3 years after securing the prescribed CEUs (Continuing Education Units). It has often been the impetus to make certain coaching-related training remains front and center in the self-leadership process.

As stated previously, the ICF has been a respectable credentialing organization, clarifying the educational and experiential requirements of becoming a professional coach more clearly over time. They have widened the net by adding the ACC (Associate Certified Coach) level to provide a stimulus to capture the energy of coaches to grow and become professionals in their field. Western Seminary is an example of one institution that has adopted the ICF Core Competencies and expects a coach to achieve as he or she progresses in the coaching field (International Coach Federation, 2016).

The author values the oversight of the ICF and has actively mentored many coaches and coach trainees over the years. Certification through the ICF appears to be a goal worth achieving for an individual coach. Most medium- to large-sized organizations now require it for coaches who serve their organizations. The 3-year renewal requirement is a self-monitoring process for the profession to proclaim its attempt to provide a standard to potential clients as they choose to engage a coach.

The author has observed that those who appear serious about self-leadership value and comply with the requirements of the ICF. The most recent study done by the ICF in 2016 indicates that 86% of the 53,300 coach practitioners worldwide have received coach-specific training, with 68% of them having completed 125 plus hours of coach-specific training, making them eligible for the Professional Certified Coach (PCC) designation in terms of training hours (International Coach Federation, 2016). The training, mentoring, and coaching that are inherent requirements of certification seem to go hand in hand with a self-led professional. Therefore, it may be a measure of self-leadership that could become more significant over time.

The final key identifier is length of time a person has had his or her own coaching practice can be an indicator of self-leadership. The author has seen many coaches come and go over the years because they could not make the business work for themselves. A question that arises from that might be, what did you do about the lack of revenue you were able to achieve from your coaching practice? Self-led coaches would potentially analyze the cause and effect, fill the gap with new approaches, new offerings or services, new pricing, new networks, or new niches. They may explore adding potential skill sets

like brain-based coaching or career/job transition coaching. They might approach new markets by becoming skilled in addressing executive issues like conflict resolution, time management, meeting effectiveness, role clarification, and defining a desirable culture with a client organization. Self-led coaches can see a problem or opportunity presenting itself and customize their practice to offer enhanced services to existing clients and/or new offerings to prospective clients. This is often the backdrop of extended coaching contracts and multiple long-term client engagements.

From all of the indicators detailed above, the author was able to create the questionnaire utilized in this study. The indicators proved to be a strong foundation to gain the insights needed to address the questions being proposed during this study.

#### **Data Collection Procedures**

Several approaches to questionnaire design were considered to secure the research data that would provide the most accurate and relevant data to address the hypothesis. Personal interviews with coaches were considered, but the introduction of too many potential variables like interviewer style, voice intonation, lack of proximity for face-to-face interviews, and accurate capturing of the notes made this option less desirable. Open-ended questions without optional answers were considered, but the complexity of collecting the data made that option prohibitive as well. Through several work sessions with other coaches, researchers, and advisors from the International Institute of Professional Studies, the author was able to detail and outline a data collection procedure to provide the required empirical evidence that could be consistently administered.

In addition, the author sent the sample questionnaire to the proprietors of the Executive Coaching businesses and Coach Training organizations listed under the Subjects section of this dissertation. They were able to review the multiple-choice questions that were selected (see Appendix A). The input received from these proprietors provided cleaner, clearer questions, removed duplicates, and provided suggestions for additional questions to be included. The questionnaire was thus edited and streamlined prior to distribution.

Upon finalization of the questionnaire, careful consideration and study was given to identify the best methodology for distribution to identified subjects. Analysis and studies showed higher completion rates and more honest answers through online survey software (Keeter, 2015). Thus, the author vetted several online survey softwares to determine which one would be most effective for the study. Survey Monkey, Zoho Survey, SurveyGizmo, and Typeform were all evaluated for the questionnaire distribution. The author determined the best online survey administration tool to collect data for this study was typeform.com because it had the best UI (User Interface) as it uses pictures for answers and only serves one question at a time. Serving one question at a time was an advantage above all of the other online survey tools because it did not make the user feel the questionnaire was lengthy in nature. The questionnaire was inputted into the software and then beta tested with the author and other advisors prior to distribution.

In order to comply with the legal requirement to acquire written consent from participants, the first order of involvement for those who agreed to participate in the study was to sign the Participant Consent Form (see Appendix B). Software limitations

of the document signing tool, SignNow, made it impossible to immediately transition from the consent form to the questionnaire. The practical decision to respond within 24 hours with the questionnaire may have caused a drop off in participation, but it was the only option available in order to maintain confidentiality (see Figure 1). Therefore, distribution of the questionnaire was accomplished by sending an email with a generated link to each subject individually upon receipt of consent to participate in the study. This allowed for anonymity and increased the integrity of the quantitative data collected. Despite the multiple steps involved, the author believes that more subjects actually responded because the entire process including invitation, permission, and completion was able to be completed online.

#### **Data Analysis Procedures**

The compilation of the data for this study was done by isolating and studying the quantitative data through statistical analysis. Based on the categories identified in the background of the study coupled with the number of subjects for this study, there was ample data to inform the hypothesis. The population required for this study was 100 participants. The survey response rate needed for a 95, 5 level of confidence was 80 participants. The level of confidence was derived from the following statistical equations:

Table 1

*Sample Size Formula*

$$\text{Sample Size} = \frac{Z^2 * (p) * (1-p)}{C^2}$$

$$\text{Finite Population Correction} = \frac{\text{Sample Size}}{1 + \frac{\text{Sample Size} - 1}{\text{population}}}$$

*Notes:* Z = Z value (where 1.96 for 95% confidence level). P = percentage picking a choice, expressed as decimal (.5 used for sample size needed). C = confidence interval, expressed as decimal.

The final number of participants for this study was 106. Therefore, the level of confidence for this study was higher than 95, 5 level of confidence.

Once the confidence level was met for the study, the author detailed and outlined an analysis procedure to provide the required empirical evidence. This was a necessary step before administering the survey to participants so that statistical analysis of the data could be completed. If this step had been skipped, the information would not have proven statistically relevant and thus discarded in the final results.

Upon completion of the survey, all of the results were collected, and the data was extracted from typeform.com to Microsoft Excel. Once in this software, the data was cleaned, formatted, and each variable and category was coded with a numeric value of zero, one, two, etcetera, depending upon how many categories were present for each variable. This allowed for the data to be put into a data visualization and analysis software, Tableau, where statistical analysis could be completed. Tableau allowed for the data to be isolated by variable and by category. This procedure was important to support

or disprove the hypothesis.

One of the essential steps in the data analysis process was the specific statistical analysis of key variables. This process allowed for outliers and anomalies to be identified and assessed or dismissed. The key variables identified for extra statistical analysis were the following:

- Number of clients
- Average fee per client
- Average hours with each client per engagement
- Coach certification
- Length of time coaching

These variables were isolated due to their direct correlation to the hypothesis. In addition, they were part of the key definitions proposed in the beginning of this dissertation under Background of the Study to be relevant to self-leadership and the success of a coach.

Once the statistical analysis was completed, the final step in the data analysis procedure was to interpret and summarize the findings. This part of the process was necessary to sequence and substantiate the findings. In addition, the interpretation focused on tangible, related results demonstrated in the following outcomes for a coaching practice/business:

1. Coach's financial success
2. Job satisfaction of the coach
3. Client satisfaction with the coaching experience

4. Coach's ability to apply self-leadership into the client's experience
5. Client retention with the coach

Once the interpretation and summary of the data was compiled, the author did further analysis and final verification of the correlations and connections with the hypothesis.

## CHAPTER 4

### RESULTS

#### **Summary**

Careful thought, planning, design, and execution of a questionnaire with over 100 subjects is the foundation for this study. The questionnaire was derived from the survey of literature; the author's experience in observing practical life examples in herself, her students, and her clients; and the research available to date on the profession of coaching. Upon completion and editing of the questionnaire, multiple levels of analysis were done to test, verify, and identify findings from the subjects who participated. In this chapter the author will illuminate the results of the study by systematically addressing key findings in relation to the hypothesis.

Before final analysis, a more in-depth look at the subjects of the study is important. One of the key determinants that surfaced during the study was the difference in the population due to the spread in demographics between part-time and full-time coaches.

#### **Subjects**

The subjects for this study come from a population of 665 professional coaches the author is connected to through either first- or second-level relationships. The uniqueness of these coaches emerged from the demographics section of the survey. From this population:

- 83% Part-time coaches—88 of 106

- 17% Full-time coaches—18 of 106
- 49% of coaches have a Master's degree
- 31% of coaches have a Bachelor's degree
- 86% of coaches have <25 active individual clients
- 86% of coaches work with 5 or less organizations
- 87% of coaches spend <50% of their time coaching
- 83% of coaches bill <40 hours a month
- 46% of coaches have been coaching <5 years
- 52% of coaches charge under \$200 per client session

Frankly, the demographics of the 106 respondents surprised the author. As a professional coach practicing almost 20 years, the author has carried a full load for 15 of the 20 years. It was thought that a full load would comprise about 20 coaching hours and 20 administrative hours per week for scheduling clients, preparing for meetings, marketing, bookkeeping and finance, and other operational activities required in a professional services business. The findings may have resulted from an over-participation rate of those still studying coaching or in the process of acquiring certification versus those fully engaged in the profession, but the results did not come anywhere near the kind of service-provision level the author anticipated. The author knows many coaches who deliver coaching services at the same rate she does, but further research by Sherpa and the ICF indicate that the average coach delivers approximately 6.5 hours a week of professional coaching services (International Coach Federation, 2016; Sherpa Coaching, 2017).

Whether or not this will remain true of the profession as it matures is certainly a topic for future study. In the interim, these demographics seem to be supported by professional coaching research organizations as cited earlier. It seems reasonable to question how much a coach will invest in self-leadership if he or she is only working part-time in the field.

It is also noteworthy that it takes an average coach approximately 5 years to develop and maintain a full-time practice. The author was advised by her first mentor coach to not abandon other employment until she could replace her present income or make personal provisions. Coaching is a challenging business, with a long start-up ramp. The hypothesis was geared to examine this in studying coaching credentials, length of time as a coach, referral rates, number of clients, and progressive income attained to measure the ramp up time for coaches to be successful. It appears that it may take longer than estimated. Again, Sherpa and ICF validate this finding (International Coach Federation, 2016; Sherpa Coaching, 2017).

As the author studied the results further and noticed that job satisfaction was primarily tied to helping clients experience success, it appears that many people may enter the coaching space more for the altruistic purpose of helping clients than for financial remuneration. It also may indicate that the profession may attract individuals who prefer to work part-time, either during the earning years, post retirement, or perhaps unintended downsizing. Another factor that may have the most relevance is the desire for a coach to have life/work balance. This can certainly be viewed as self-leadership in

most circles. These of course are only hypothetical musings, but certainly worth future research and analysis.

Coaching schools emphasize the importance of engaging only those clients who are deemed coachable by the coach. Coachable individuals are defined as those who are committed to investing time, energy, and finances to partner with a coach in the change process. It usually means the client is committed to investing money by hiring a professional coach, doing their fieldwork in between sessions, and being committed to the effort required to grow. The author has spent many sessions mentoring new coaches in being discerning and only engaging people who are serious about coaching. This could be a limiter for some coaches to expand their practices; beyond the challenges of networking and attracting clients in the marketing process.

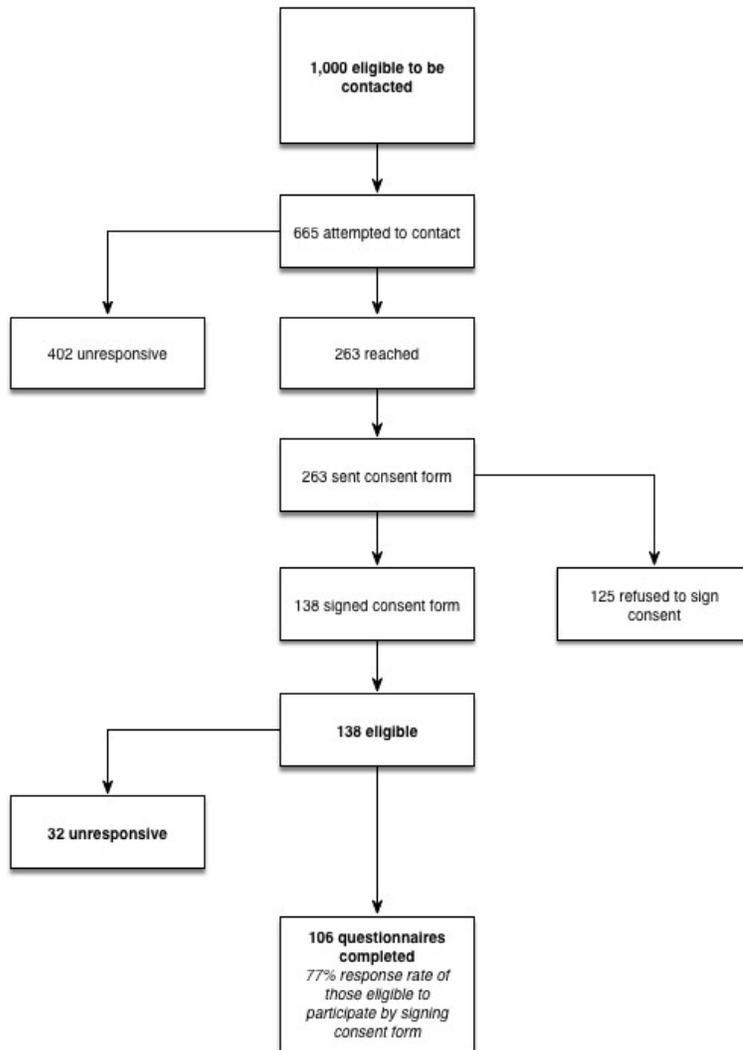
Of course, an obvious factor that comes back again and again is that the profession of coaching is very young. These findings represent a very young profession with almost anecdotal indicators until further maturity can usher in demographics that can derive trends and findings that a more mature profession would offer.

It is factual that the coaching profession attracts a very educated cohort, with 49% holding a Master's degree. Continuing education is one of the main tenets of self-leadership, and coaching seems to have a great foundation of professionals engaged in it.

### **Results**

The results of the study of the hypothesis that the success of a professional coach's business is directly tied to the self-leadership of that coach will now be presented in a systematic and organized presentation.

To begin the study of the hypothesis at hand, the author narrowed a pool of subjects down to approximately 1,000 people. From this pool of subjects, the author contacted 665 subjects to participate in the study. There were 263 potential participants who responded to the invitation to participate in the study, which meant there were 402 unresponsive potential participants. The author then sent the consent to participate form (Appendix B), to the 263 responsive potential participants. There were 138 potential participants who signed the consent form and 125 potential participants who never completed the consent to participate form. This left 138 eligible participants for the study at hand. The dissertation questionnaire was sent to all eligible participants and 106 participants completed. Thus, the total number of participants for this study was 106 subjects. See Figure 1.



*Figure 1.* Flow of Participants in Questionnaire Study. Response rate throughout the recruitment and questionnaire process.

From these 106 subjects, the author was able to identify results and findings to test the hypothesis.

Before addressing the results from the study, it has been stated previously that there is one major finding that needs to be brought to attention due to the impact it had on all of the results. During the author's analysis of the study there was a unique finding in the results when isolating the demographic variable of amount of time spent coaching. The author saw significant differences between part-time and full-time coaches. A decision was then made to break apart most, if not all, of the data by this variable alone. In the results that follow, the reader will see the isolation of the results by part-time and full-time coach in order to better illuminate and test the hypothesis.

### **Key Motivators**

The motivation one has around their profession is a key driver in understanding the value of a person. Thus, the author found it vital to understand what the motivators of the participants are. From the results of the questionnaire, there was a finding which surprised the author. The finding was the importance of flexibility of the coaching profession to the coaches who have chosen to pursue it. Although it was first in importance for part-timers, it was a pretty close second for full-timers as well (See Table 2).

Table 2

*Key Motivator*

Flexibility of job	4.29
Client growth	4.26
Client relationships	4.13
Financial success	3.09

*Notes.* Key Motivator is derived from the question, how long have you been coaching? The responses are ranked and classified in order by most important to least important motivator for all coaches.

The second most important motivator of part-time coaches and the first for full-time coaches is client growth, 4.26/5.0 and 4.71/5.0 respectively. This is easily related to the job satisfaction of the coach in passing on value to the client (Steyn, 2016). The author can attest to the tremendous feeling of fulfillment in seeing clients make wise choices and grow in areas they desire to overcome or attain. The altruistic component of anyone in the service field is a large part of why certain personalities and certain values-centric people choose helping professions like coaching.

Table 3

*Key Motivator Breakdown*

Part-time Coaches		Full-time Coaches	
Flexibility of job	4.29	Flexibility of job	4.53
Client growth	4.26	Client growth	4.71
Client relationships	4.13	Client relationships	4.29
Financial success	3.09	Financial success	3.82

*Notes.* Key Motivator is derived from the question, how long have you been coaching? The responses are ranked and classified in order by most important to least important motivator for all coaches. The table on the left is part-time coaches' responses. The table on the right is full-time coaches' responses.

The survey shows that coaches find personal relevance in the growth they have the privilege of observing in their clients. This motivates the coach to develop those self-

leadership qualities to make them more relevant, so they can experience greater and greater examples of client growth over time.

The third motivator of both part-time and full-time coaches is client relationships, even a higher motivator of full-time (4.29/5.0), than part-time coaches (4.13/5.0).

Coaching is a highly relational profession, so those who value that may be more likely to choose coaching as their work. It is no secret that relationships consume a lot of energy, so it may be a practical factor that some coaches choose a part-time option, especially if they are introverts, who become recharged by being alone, rather than extroverts, who are recharged by being with others.

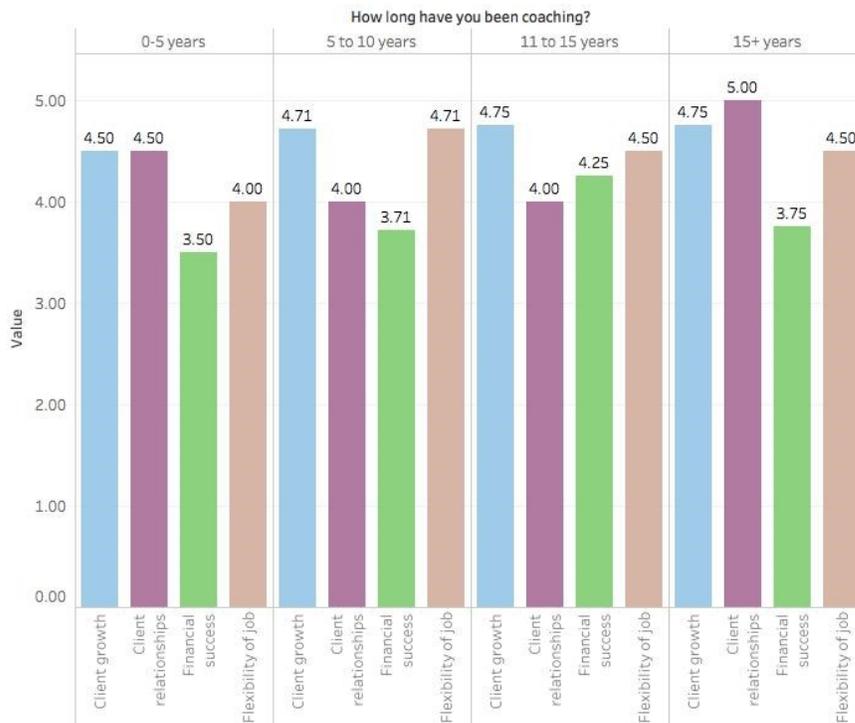
Finally, the fourth motivator for coaches is financial success. It is understandably less for part-time coaches at 3.09/5.0, but for full-time coaches it weighs in at 3.82/5.0. Referring back to the previous discussions on both the earning level of coaches and the potential for earnings based upon education, there is great potential for financial success for coaches who apply themselves. Job satisfaction coupled with excellent service to clients often go hand in hand with financial success. From the author's perspective, all of these motivators converge on a day-to-day, client-by-client, conversation-by-conversation basis to elevate this profession to be the best thing that has ever happened to her professionally.

### **Motivation Over Time**

Another key finding from the survey results was the connection between the amount of time a person has been a professional coach and that person's key motivators.

One would expect that over time a correlation would emerge with a person's motivation to continue to stay in a profession.

Both part-time and full-time coaches valued approximately the same things: flexibility of the job and client growth (see Figures 2 and 3). However, full-time coaches attribute a significantly higher emphasis to financial success. This seems reasonable, since they are attempting to support themselves solely from coaching; while part-time coaches may not require as much remuneration from their profession or may not want the same kind of result as a definition of success.



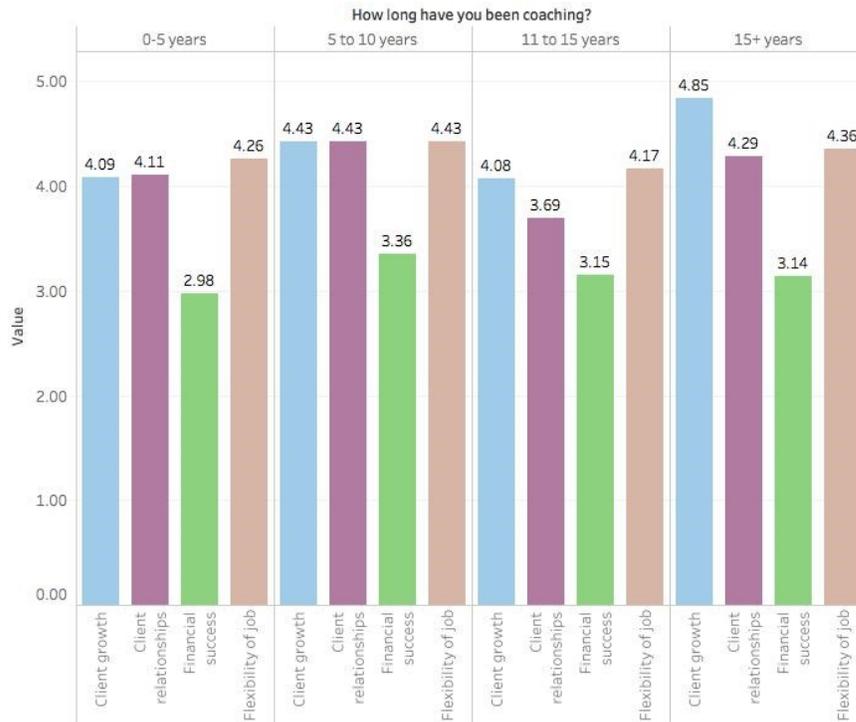
*Figure 2. Motivation of a Full-time Coach over Time.* Key motivators for a full-time coach were analyzed against the amount of time they have been a coach. The thought being there would be a direct correlation between a key motivator and length of time being a professional coach.

Both value client growth, although full-time coaches are motivated by it to a greater degree from the start than part-timers. Perhaps they see it as an important aspect to growing their practice. Over time, full-time coaches view it as consistently critical to their success. Part-time coaches start out with it being second most important, but in the end as most highly important. If it is a result of being selective about who they choose to coach, it may go hand in hand with their pursuit of life/work balance and personal

satisfaction from their work. It is an interesting phenomenon over time. It may also indicate that part-time coaches are just as serious about being successful on their own schedule and see client success as just as important as their own.

Client relationships are important for both as well, although full-time coaches value it more strongly. The manner in which the author defines it is deep relationships that pass the test of time. To quote Paul McCartney in one of his signature songs, “The End,” when he was a singer/songwriter for the band, The Beatles, “And in the end, the love you take is equal to the love you make,” (Lennon & McCartney, 1969). Client relationships are elevated to a full 5.0/5.0 for full-time coaches who have been coaching for more than 15 years. This is truly altruistic, yet solid for the pursuit of success as a coach. It also can become the cadence of settling in over time, hopefully growing to put others before self. After 15 years, coaches are overall more concerned about their relationship with their client, even more than the client’s growth. This, on the downside, can mean they may become less open to challenge the client over time if they think it would interfere with their relationship with them.

Finally, flexibility of the job maintains a strong motivator over time for both full-time and part-time coaches; with it actually growing in higher importance for full-time coaches over part-time coaches after the first 5 years. Coaches appear to be an independent group. The profession lends itself to it, coach training schools tout it as the intentional pursuit of living the life you desire and modeling it to clients as irresistible attraction. It can be a wonderful life if the coach is a self-starter, a comfortable networker, and a self-leader.



*Figure 3.* Motivation of a Part-time Coach over Time. Key motivators for a part-time coach were analyzed against the amount of time they have been a coach. The thought being there would be a direct correlation between a key motivator and length of time being a professional coach.

### Self-Leadership

The first factor of the hypothesis is whether or not a coach's ability to lead himself or herself is directly connected to their professional success. In order to test this part of the hypothesis, the author had to isolate the unique variables of self-leadership: exercise, sleep, and mental development. The isolation of these variables allowed for a

closer look and understanding into what factors for the subjects may be drivers of behavior in the area of self-leadership.

From all respondents of the questionnaire, both part-time and full-time coaches invest over 60% of their time in taking care of themselves through exercise and getting a minimum of 7 hours of sleep a night. The lowest combined area for respondents was in the mental category, with a finding that only 28% spend time developing mental agility. The minimum qualifier for the mental category was reading 13 books per year, listening to 19 podcasts per year, and completing 20 hours of continuing education per year. Upon further examination of the mental category, there was a substantial difference between part-time and full-time respondents. As Table 4 shows, there was a 26% difference in responses in this one area, with part-time at 24% and full-time at 50%. This was a noticeable and sizeable difference, which led the author to ask the following question, why do full-time coaches invest more time in their mental development compared to part-time coaches?

Table 4

*Part-time and Full-time Coach Distribution in Relation to Exercise, Sleep, and Mental*

<b>Variable</b>	<b>Exercise</b>	<b>Sleep</b>	<b>Mental</b>
Part-time	66%	78%	24%
Full-time	72%	72%	50%
Combined	67%	77%	28%

*Notes.* Exercise represents 3 or more times a week. Sleep percentages are  $\geq 7$  hours of sleep per night. Mental is the percent based on a minimum of 13 books/year, 19 podcasts/year, and 20 hours of continuing education/year.

As stated above, there was little difference between the two physical areas of self-leadership: exercise and sleep. However, the author chose to survey exercise and sleep habits to determine if there was any significance to these health indicators in achieving success through self-leadership. As Table 5 shows, frequency of exercise is important and a practical part of improving overall personal well-being.

Table 5

*Frequency of Exercise*

<b>Exercise</b>	<b>Full-time</b>	<b>Part-time</b>
0 times a week	6%	6%
1 to 2 times a week	22%	28%
3 to 4 times a week	39%	33%
5 or more times a week	33%	33%

*Notes.* Frequency of exercise broken down by full-time and part-time respondents. Percents are based on each column of the table.

While there is little difference between part-time and full-time coaches in the area of physical self-care/self-leadership, there is quite a difference in the self-care/self-leadership dimension in the mental category. Further analysis was done to understand more specifics. As Table 6 shows, full-time coaches read over seven books per year, listened to over seven podcasts per year, and invested over 20 hours of continuing education for their mental development. All categories were higher for the full-time respondents than the part-time respondents (see Table 7).

Table 6

*Full-time Coach Mental Self-Leadership Distribution*

Books per Year	Podcasts per Year				Grand Total
	1 to 6	7 to 12	19 to 24	25 or more	
7 to 12		25%		13%	38%
13 to 18	13%				13%
19 to 24			13%	38%	50%
Grand Total	13%	25%	13%	50%	100%

*Notes.* Percent of full-time respondents broken down by Podcasts per Year and Books per year. Color shows percent of total respondents. Mental self-leadership distribution is the percent based upon a minimum of 20 hours of continuing education/year. Percents are based on the whole table.

Fifty percent of full-time coaches listened to 25 or more podcasts while reading a minimum of seven books a year. More specifically, of that 50%, 38% read 19 to 24 books a year and listened to 25 or more podcasts. Only 12% of part-time coaches listened and read the same amount. Thus, the full-time coaches invested four times the amount of mental self-leadership in respect to reading and listening.

While the results showed full-time coaches invested four times the amount of mental self-leadership than part-time coaches, it would be a misinterpretation of the

results to assume part-time coaches did not invest in developing themselves mentally. Seventy-one percent of part-time coaches read and listened to more than seven books and podcasts. More specifically, 32% of the 71% listened to 25 or more podcasts and read a minimum of seven books per year. The part-time coaches responses were more varied in the amount of books read per year, but the results still showed a focus on mental self-leadership.

Table 7

*Part-time Coach Mental Self-Leadership Distribution*

Books per Year	Podcasts per Year					Grand Total
	0	1 to 6	7 to 12	19 to 24	25 or more	
1 to 6		10%	2%	2%	5%	20%
7 to 12	5%	5%	7%	2%	12%	32%
13 to 18		5%	10%	5%	5%	24%
19 to 24		5%	5%		12%	22%
25 to 50					2%	2%
Grand Total	5%	24%	24%	10%	37%	100%

*Notes.* Percent of part-time respondents broken down by Podcasts per Year and Books per year. Color shows percent of total respondents. Mental self-leadership distribution is the percent based upon a minimum of 20 hours of continuing education/year. Percents are based on the whole table.

In addition to reading and listening, the certifications a person obtains is a unique factor of mental self-leadership pertinent to coaching. Table 8 illustrates the number of coaches in the study who participate in the coach credentialing process supervised by the ICF (ACC/PCC/MCC) and the CCE (Center for Credentialing and Education) who issues the BCC or Board Certified Coach. For all coaches, 61% hold a recognized credential, broken down by 64% of the full-time coaches and 60% of part-time coaches. This is a significant finding, above the 2016 ICF Global Coaching Study indicated only 51% of

coaches were credentialed (International Coach Federation, 2016). The author suspects limiting the study to US external coaches has caused the spike. Regardless of the cause, it takes intentionality and self-leadership to be awarded the certifications and to keep them current.

Table 8

*Coach Credentials Breakdown*

All Coaches		Full-time Coaches		Part-time Coaches	
ACC	27%	ACC	6%	ACC	31%
BCC	1%	MCC	6%	BCC	1%
MCC	7%	PCC	53%	MCC	8%
PCC	26%	None	24%	PCC	20%
None	25%	Other	12%	None	25%
Other	14%	Grand Total	100%	Other	15%
Grand Total	100%			Grand Total	100%

*Notes.* Coach credentials is derived from the question, what credentials do you hold? The responses are not ranked in any order. The table on the left represents all respondents. The middle is full-time coaches' responses. The table on the right is part-time coaches' responses.

Since there has been quite a bit of discussion around part-time and full-time coaches in this work, it is significant that the coaching certification required by many organizations is Professional Certified Coach (PCC) or above. For the full-time coaches, 60% would be eligible for these opportunities. Many part-time coaches who hold an Associate Certified Coach (ACC) may not be affected when they are seeking contracts with smaller businesses or individuals, but since only 29% of them hold a PCC or above, they may be disqualified from larger organizations and larger contracts, impacting their overall success. This is a significant motivator to secure a PCC as the coaching profession matures and clients become more educated consumers.

Another factor of self-leadership is taking personal assessments because it is an indicator of the desire to grow in self-awareness, the cornerstone of emotional intelligence. Observation of the success of a leader and his or her own personal pursuit of emotional intelligence is significant. In Daniel Goleman's (1995) signature work on emotional intelligence, the pursuit of self-awareness is the backbone of emotional intelligence.

The author has a recollection of her coach training at Coach University, where it was repeatedly stated that a coach cannot give what he/she does not have to clients. If a coach is not pursuing self-awareness, it weakens the ability to help his or her clients grow in this area. Although coaches need not be experts in all areas of professional disciplines and areas of expertise, Goleman's tenets of emotional intelligence would indicate that a person without it cannot lead others effectively. This is clearly in line with the study of self-leadership that drives this dissertation.

As a result, one of the questions on the questionnaire, which of the following personality assessments have you taken, was analyzed to further understand which, if any, assessments individual coaches had taken. Table 9 shows a specific breakdown of the results of this question. It is clear to see the two assessments most taken were Myers-Briggs and DiSC, with 86% compared to 81% of respondents respectively. All full-time coaches took both Myers-Briggs and DiSC assessments compared to 83% and 77% of part-time coaches respectively.

This result illuminated a finding between full-time and part-time coaches in relation to their personal investment in the area of self-awareness. One hundred percent

of full-time coaches took a minimum of two personality assessments, while only 79% of part-time coaches took a minimum of two. Both percentages reflect the value coaches place on their self-awareness; however, full-time coaches having a 21% higher rate reflects the value they place on gaining as much self-awareness as possible.

After these two assessments, it was a 50–70% drop to the next closest assessment. The other assessments indicated were all nominally taken. The one unique finding with the nominally taken assessments was the use of the Color Test among full-time coaches. Sixty-one percent of full-time coaches had taken the Color Test assessment compared to 21% of part-time coaches. While the color personality assessment is very general in scope, it is a useful tool for coaches to introduce the differences in people, and the author has observed many coaches using it in speaking opportunities with larger groups. It is a simple and free introduction to personality variations, emotional intelligence, and the principle of self-awareness that can be used on the spot. Coaches are wise to utilize this resource to introduce coaching principles to potential clients and large audiences. It can potentially lead to a coaching contract.

Table 9

*Part-time and Full-time Coach Personality Assessments Taken*

<b>Variable</b>	<b>Myers-Briggs</b>	<b>DISC</b>	<b>Right Path</b>	<b>Color Test</b>	<b>Keirsey</b>	<b>Other</b>	<b>None</b>
Part-time	83%	77%	29%	21%	18%	18%	7%
Full-time	100%	100%	33%	61%	28%	17%	0%
Combined	86%	81%	29%	28%	21%	18%	7%

After reviewing these first four factors, there is some evidence that both part-time and full-time coaches are mindful of their own self-care needs for sleep and exercise. This puts them in a category of practicing good physical self-leadership in the first two factors.

The third factor is also a strong indicator that both part-time and full-time coaches are practicing mental self-leadership, with a much stronger indication for full-time coaches. The author finds this to be a very significant finding, especially for those coaches practicing executive and leadership coaching. This client base values this practice, and the practice success indicators for full-time coaches bear it out.

The fourth indicator highlighting the use of personal assessments is an indicator of the coach's desire to become more self-aware, thus more emotionally intelligent. Daniel Goleman and others who study emotional intelligence cite this continually, and the author has observed this to be an important component of emotional intelligence, thus

self-leadership. More discussion about all four of these indicators will be presented in Chapter 5–Summary, Discussion, and Recommendations.

### Success

The second factor of the hypothesis is whether or not coaches' professional success was directly connected their ability to lead themselves. Analysis was done on several variables to identify key contributors for success. The first variable is net income.

Table 10

#### 2016 Net Income

Variable	Under \$100,000	\$101,000 - \$175,000	\$176,000 - \$250,000	\$251,000 - \$300,000	\$301,000 or more
<b>Part-time</b>	77%	21%	0%	2%	0%
<b>Full-time</b>	39%	44%	6%	6%	6%
<b>Combined</b>	70%	25%	1%	3%	1%

*Notes.* 52% of coaches charge under \$200 per client session. 30% of coaches charge \$201–\$300 per client session.

This table shows one of the notable findings from the questionnaire: 70% of coaches earned under \$100,000 in net income in 2016. Certainly, full time coaches earned a higher net income, but it was still not as high as the author expected. However, it can be noted that 61% of full-time coaches earned over \$100,000. If that is compared to Census Bureau statistics, it is higher than most people, with only 9.15% of the population attaining it:

Table 11

*2016 US Census Bureau Income Earning Statistics*

Income range	Number of people	Percent in group	Percent at or below
Under \$2,500	14,689,000	6.48	6.48
\$2,500 to \$4,999	6,262,000	2.76	9.24
\$5,000 to \$7,499	7,657,000	3.38	12.62
\$7,500 to \$9,999	10,551,000	4.65	17.27
\$10,000 to \$12,499	12,474,000	5.50	22.77
\$12,500 to \$14,999	8,995,000	3.97	26.74
\$15,000 to \$17,499	10,672,000	4.71	31.44
\$17,500 to \$19,999	7,931,000	3.50	34.94
\$20,000 to \$22,499	11,301,000	4.86	39.80

\$22,500 to \$24,999	6,962,000	3.07	42.87
\$25,000 to \$27,499	9,623,000	4.24	47.12
\$27,500 to \$29,999	5,535,000	2.44	49.56
\$30,000 to \$32,499	10,399,000	4.59	54.15
\$32,500 to \$34,999	4,429,000	1.95	56.10
\$35,000 to \$37,499	7,975,000	3.52	59.62
\$37,500 to \$39,999	3,930,000	1.73	61.35
\$40,000 to \$42,499	8,091,000	3.57	64.92
\$42,500 to \$44,999	3,113,000	1.37	66.29
\$45,000 to \$47,499	5,718,000	2.52	68.81
\$47,500 to \$49,999	3,221,000	1.42	70.23

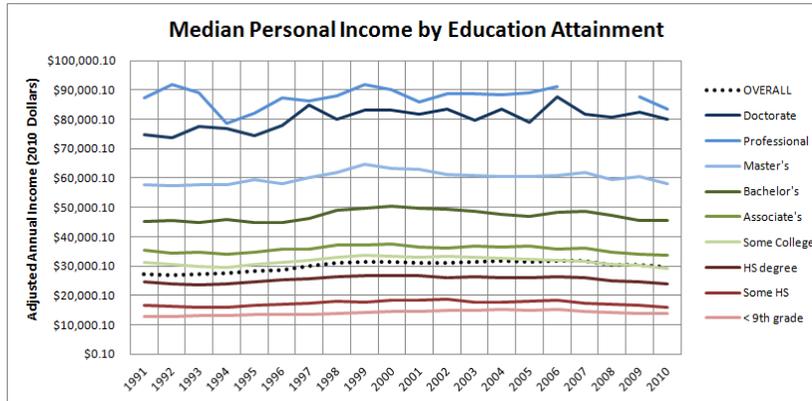
\$50,000 to \$52,499	7,130,000	3.14	73.38
\$52,500 to \$54,999	2,489,000	1.10	74.47
\$55,000 to \$57,499	3,834,000	1.69	76.16
\$57,500 to \$59,999	2,066,000	0.91	77.08
\$60,000 to \$62,499	5,047,000	2.23	79.30
\$62,500 to \$64,999	1,894,000	0.84	80.14
\$65,000 to \$67,499	3,289,000	1.45	81.59
\$67,500 to \$69,999	1,493,000	0.66	82.24
\$70,000 to \$72,499	3,264,000	1.44	83.68
\$72,500 to \$74,999	1,372,000	0.61	84.29
\$75,000 to \$77,499	2,922,000	1.29	85.58

\$77,500 to \$79,999	1,307,000	0.58	86.15
\$80,000 to \$82,499	2,725,000	1.20	87.36
\$82,500 to \$84,999	1,021,000	0.45	87.81
\$85,000 to \$87,499	1,508,000	0.67	88.47
\$87,500 to \$89,999	856,000	0.38	88.85
\$90,000 to \$92,499	1,966,000	0.87	89.72
\$92,500 to \$94,999	712,000	0.31	90.03
\$95,000 to \$97,499	1,090,000	0.48	90.51
\$97,500 to \$99,999	768,000	0.34	90.85
\$100,000 or more	20,755,000	9.15	100

*Notes.* Information gathered from U.S. Department of Labor and U.S. Census Bureau, Current Population Survey 2016 (U.S. Department of Labor, Bureau of Labor Statistics, 2017).

Table 12

## 2016 US Census Bureau Income Earning by Educational Attainment



Measure	Some high school	High school graduate	Some college	Associate's degree	Bachelor's degree or higher	Bachelor's degree	Master's degree	Professional degree	Doctorate degree
Persons, age 25+ w/ earnings	\$24,576	\$33,669	\$37,968	\$37,968	\$61,440	\$56,592	\$70,608	\$91,538	\$79,231
Male, age 25+ w/ earnings	\$22,214	\$32,307	\$39,823	\$43,785	\$70,437	\$62,304	\$78,222	\$111,881	\$91,604
Female, age 25+ w/ earnings	\$20,784	\$28,896	\$33,360	\$33,360	\$54,480	\$49,248	\$61,200	\$65,012	\$68,887
Persons, age 25+, employed full-time	\$30,598	\$38,102	\$43,377	\$47,401	\$71,221	\$64,074	\$77,285	\$117,679	\$101,307

Notes. Image and table both represent income earning by educational level in the US. Source was 2016 US Census Bureau data (U.S. Department of Labor, Bureau of Labor Statistics, 2017).

These demographics indicate that, if the coach assesses personal success in terms of income that can be earned, it is a field that can afford the coach the potential to reach higher levels of income than most professions. These results show there is a great reward as well as a return on the investment for the learning and intentionality that are indicative of self-leadership.

It was also noted earlier in the demographics that 49% of coaches have a Master's degree and 31% of coaches have a Bachelor's degree as their highest degree attained. That being the case, coaches, especially full-time coaches, are earning significantly higher than the average population holding the same degrees. That could be somewhat due to the benefits of coach training and other areas of self-leadership.

The second variable indicating coach success is client retention. Client retention rose during 2016 compared to 2015. This is an indicator that coaches were able to satisfy their clients expectations as more clients were finishing their agreements. Clients do not typically complete their agreements unless they feel they are receiving value. Table 13 and 14 show the specific breakdown on client retention for both part-time and full-time coaches.

Table 13

*2016 Client Retention*

*As of January 1, 2017, approximately what percent of your 2016 clients did not complete their client agreement?*

<b>2016</b>	<b>0%</b>	<b>1 to 5%</b>	<b>6 to 10%</b>	<b>11 to 15%</b>	<b>16 to 20%</b>	<b>&gt;20%</b>
<b>Part-time</b>	44%	25%	14%	6%	4%	6%
<b>Full-time</b>	24%	47%	18%	0%	6%	6%
<b>Combined</b>	40%	29%	15%	5%	4%	6%

*Notes.* Year over year 100% completion of agreements rose by 3%. 84% of coaches said their 2016 clients finished 90% of their agreements. Eighty-nine percent of full-time coaches said their 2016 clients finished 90% of their agreements.

Table 14

*2015 Client Retention*

*As of January 1, 2016, approximately what percent of your 2015 clients did not complete their client agreement?*

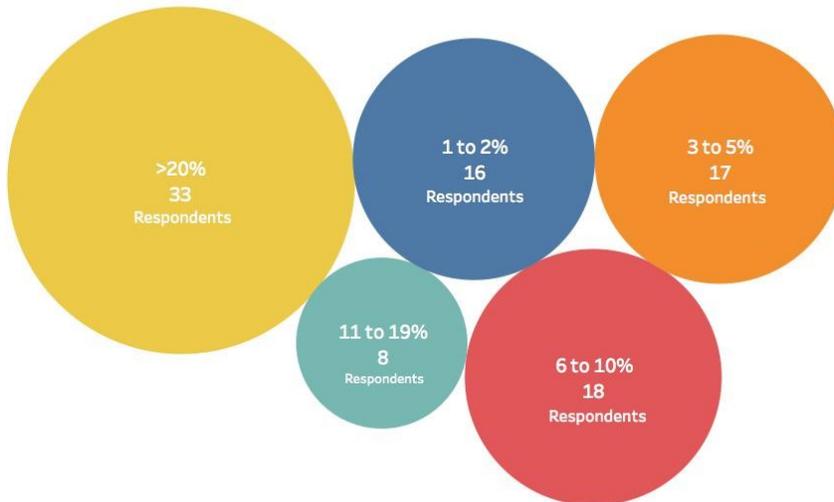
<b>2015</b>	<b>0%</b>	<b>1 to 5%</b>	<b>6 to 10%</b>	<b>11 to 15%</b>	<b>16 to 20%</b>	<b>&gt;20%</b>
<b>Part-time</b>	39%	32%	12%	5%	7%	5%
<b>Full-time</b>	29%	41%	24%	0%	0%	6%
<b>Combined</b>	37%	34%	14%	4%	5%	5%

*Notes.* 37% of coaches had 100% of their clients complete their agreement. 85% of coaches said their 2015 clients finished 90% of their agreements. Ninety-four percent of full-time coaches said their 2015 clients finished 90% of their agreements.

As detailed in the Instrumentation section of this work, the client's perception of Return on Investment (ROI) is often more qualitative rather than quantitative. When clients experience effective coaching, they may have a better quality of life, improve overall results in their work and/or home life, achieve higher sales results, increase earnings, lower the cost of onboarding, lower expenses in general, or receive promotions and other indicators of expanding influence and overall success, they typically complete or extend their coaching contracts.

It appears that coaches with longer timelines of experience, especially those who are dedicated to full-time coaching, are able to bring greater value to the client and extend their working relationships, completing more of their contracts over time.

A third variable for success is year-over-year growth of a business. Subjects were asked to compare the growth of their coaching business from 2016 to 2017. Figure 4 shows the specific year-over-year growth for all respondents.



*Figure 4.* Year-over-Year Growth of Business. Percentage year-over-year growth of a subject's business.

As the above figure shows, the highest response rate for all participants was >20% year-over-year growth of business. This is a great sign of both coach success and the growth of coaching as a profession. According to an article in *Forbes*, January 17, 2016, “businesses with less than \$5 million in annual revenue experienced, on average, 7.8% annual sales growth during 2015, an increase of nearly a full percentage point from the previous year, according to a financial statement analysis by Sageworks, a financial information company” (Biery, 2016). Coaches experienced far greater growth than average.

Most businesses fail within the first 5 years, and 82% of businesses that fail do so because of cash flow problems (Kelley, Singer, & Herrington, 2016). Thus, with the

knowledge that most businesses fail because of cash flow issues, a 20% year-over-year growth in a coaching practice is a very positive trajectory for present and future success. This is exciting news for coaching, with or without self-leadership impacting the numbers.

A final observation of this variable is that 39% of respondents' businesses grew more than 10%. This statistic is still much higher than the average 7.8% cited above. The coaches surveyed are well on their way to achieving business success from a revenue and client growth perspective.

As Table 15 illustrates, one of the key determinants for the growth of a coach's business is the number of referrals they receive. For coaches whose businesses grew by >20%, they exhibited the highest referral rate of all participants in the study. This goes hand in hand with revenue growth. The majority of respondents, 58%, average 1 to 5 referrals per year. However, those experiencing >10% year-over-year growth to the business had consistently more referrals for their business than those who had <10% year-over-year growth of their business.

Table 15

*Growth of Business and Referrals*

2016 Referrals	Year over Year Growth					Grand To..
	1 to 2%	3 to 5%	6 to 10%	11 to 19%	>20%	
1 to 5	10%	15%	10%	6%	18%	58%
6 to 10	7%	4%	6%	1%	8%	26%
11 to 15	1%		1%	1%	2%	6%
16 to 20			1%	1%	2%	4%
20+			2%		3%	6%
Grand Total	18%	19%	20%	9%	34%	100%

*Notes.* Percent of respondents broken down by Year-over-Year Growth vs. 2016 Referrals. Color shows percent of total respondents. Year-over-Year Growth is percent growth of a coach's business from 2016 to 2017. Percents are based on the whole table.

A fourth variable of success is job satisfaction. Subjects were asked how satisfied they were with their job as a professional coach. Job satisfaction was 89% for all participants. Anything higher than 80% is good, making these results very good. Table 16 shows the specific breakdown of job satisfaction by part-time and full-time respondents because there were larger than expected differences between the positive responses, very satisfied and satisfied.

Table 16

*Job Satisfaction*

Overall, how satisfied were you with your job as a professional coach?

	<b>Very Satisfied</b>	<b>Very Satisfied + Satisfied</b>
<b>Part-time</b>	43%	89%
<b>Full-time</b>	72%	89%
<b>Combined</b>	48%	89%

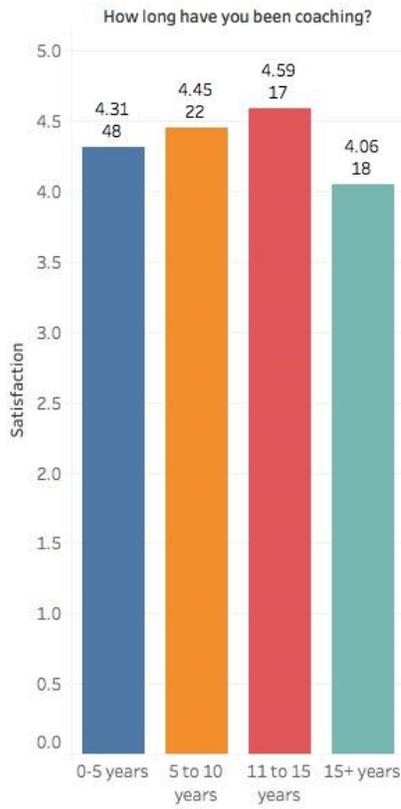
*Note.* Overall average was 4.33 out of 5, on a scale from 1 to 5.

The full-time coaches were nearly double the part-time coaches in responding very satisfied, 72% to 43% respectively. This is a substantial percentage difference between respondents and brings to attention the increased level of satisfaction coaches have as they increase the amount of time they are investing in their profession. This may be true for anyone who is involved in any profession, since part-time employees are typically less satisfied than full-time employees. According to Pew Research Center's article on The State of American Jobs, a quarter of part-time employees see their job as a career, while 22% consider it a stepping stone and 52% say it is just a job to get them by. But among full-time workers, 58% view their job as a career, 17% say it is a stepping stone to a career and 24% say it is just a job to get them by (Pew Research Center, 2016). Hence, it is no surprise that full-time coaches (or any working person) are more satisfied than part-time coaches.

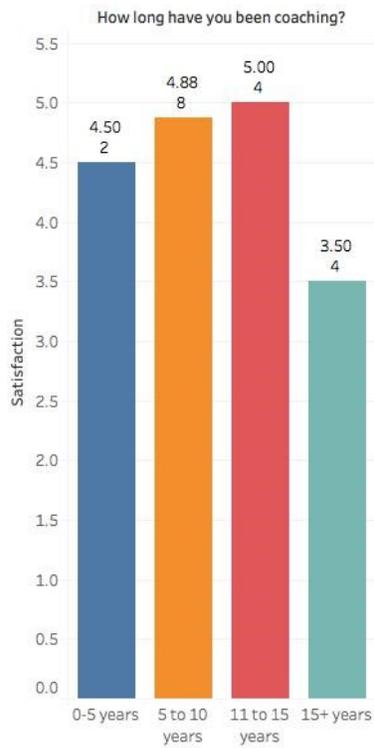
It would appear that higher levels of satisfaction can lead to employees doing better work, but the author was not able to find any conclusive research to support that seemingly obvious conclusion. There is quite a bit of research to support that job satisfaction leads to a higher quality of work/life, but nothing appears to be qualitatively or quantitatively conclusive about quality of work itself. Another topic for future research from this survey.

Since there was such a substantial difference in job satisfaction between part-time and full-time coaches, further analysis was done in this area to understand what, if any, more findings were present. A look at job satisfaction over time revealed several interesting findings. Figure 5 shows job satisfaction over time for all coaches and illuminates the first key finding from this analysis. From 0 to 15 years of coaching, job satisfaction rises at each 5-year increment. However, once a coach has been in this profession for over 15 years his or her satisfaction significantly drops from an average of 4.59/5.0 to 4.06/5.0. This is still a high level of satisfaction, comparatively, but it caused the author to pause and do further investigation.

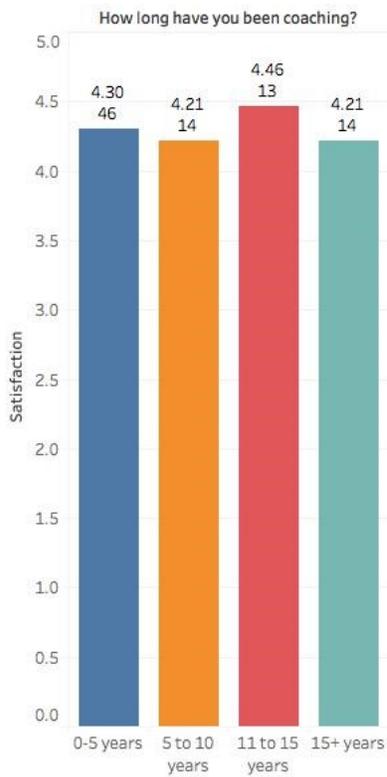
The first part of the investigation was to separate responses by full-time and part-time coaches. Figures 6 and 7, respectively. A quick look at each figure quickly identifies where the satisfaction levels change. In Figure 6, full-time coaches drop from 5.0/5.0 in years 11–15 to 3.5/5.0 in years 15+. This is a large drop off in satisfaction levels among responses. Figure 7, part-time respondents, shows a consistent level of satisfaction over time with little variation or drop among 5-year increments.



*Figure 5. Job Satisfaction Over Time—All Coaches.* Overall job satisfaction based on longevity as a coach in years. The number of respondents is indicated at the top of each column below the average overall job satisfaction in each segment.



*Figure 6. Job Satisfaction Over Time—Full-time Coaches.* Overall job satisfaction based on longevity as a coach in years. The number of respondents is indicated at the top of each column below the average overall job satisfaction in each segment.



*Figure 7. Job Satisfaction Over Time—Part-time Coaches.* Overall job satisfaction based on longevity as a coach in years. The number of respondents is indicated at the top of each column below the average overall job satisfaction in each segment.

The causes of this phenomenon are outside the scope of this research. However, it is reasonable to wonder if this is not true for all professions. It is difficult to sustain high levels of motivation and focus over time for any profession. The author must be an anomaly in this area; because she has found the profession to be increasingly satisfying, exciting, challenging, and financially and emotionally rewarding over time.

CHAPTER 5  
SUMMARY, DISCUSSION AND RECOMMENDATIONS

**Summary**

**Problem**

Since coaching is a relatively new profession, there are many thoughts swirling around that focus around the question, how can the probability of success be maximized for a person choosing the profession? An ancillary question to the consumers of the profession might be, how do I know I am selecting the best coach available to me that fits my needs? Since there is not a great deal of research attributed to these questions in the marketplace, there are different interested parties attempting to provide an answer to the question.

Various organizations, like the International Coach Federation (ICF) and Sherpa Coaching LLC, have been working diligently to fill the void of research in this space. The author has cited their findings throughout this document. They seem to be more rigorous over time in providing much needed and valuable information to help coaching schools, coaches, business, corporations, and individual consumers understand how to navigate these questions.

To the author's knowledge, most of the research is related to marketplace trends and educational/preparatory support offered by coach training organizations. There is little ancillary research at this point in time to study the habits of individual coaches as they do the personal work required to lead themselves. Yes, there are continuing

education requirements required by organizations awarding various coaching certifications, but none that provides original research focused on learning and life habits of coaches outside of this focus. This is understandably so at this phase of the lifecycle of the profession.

This dissertation is an attempt to augment the general research and provide a more comprehensive approach to how self-leadership affects the success of a coach. It goes beyond the requirements to achieve and maintain coaching certification. It focuses on daily practices and what these habits/disciplines might produce for the coach in terms of perceived success.

#### **Method**

Original research was necessary to secure more specific information on the topic. Definition of terms, the development of a questionnaire, distribution of the questionnaire to appropriate coaches, analysis of the results and interpretation of findings became necessary phases of the research presented.

#### **Definition of Terms**

In order to provide reliable or statistically significant findings, it was necessary to define consistent elements of both self-leadership and success. The author chose the following intentional behaviors to constitute self-leadership as it pertains to leadership/executive coaching:

1. Initial and ongoing professional education (a learning lifestyle)
2. Commitment to growing in emotional intelligence
3. Personal setting and achieving of professional goals

4. Attention to personal health and habits (eating, exercise, sleep, stress management)
5. Marketing and financial acumen
6. Partnering with personal/executive coaches along the way

The hypothesis of the study was that these behaviors will ultimately produce positive outcomes for the professional coach. They will be manifested in tangible, related results demonstrated in the following outcomes for his or her coaching practice/business:

1. Coach's financial success
2. Job satisfaction of the coach
3. Client satisfaction with the coaching experience
4. Coach's ability to apply self-leadership into the client's experience
5. Client retention with the coach

These factors provided the foundation of the study of a coach's self-leadership and the relationship of it to the success of their coaching practice.

### **Development of the Questionnaire**

As stated previously, given the lack of quantitative research available on the coaching industry, especially as it relates to the individual coach, the author deemed it necessary to utilize a quantitative research approach for this study. This approach allowed for a consistent, logical, and methodical look at the coach's behavior by isolating specific variables and demographics unique to the coaching industry.

A questionnaire was developed that attempted to capture relevant data to investigate both the factors of self-leadership and the success of the coach. The author

reviewed the questionnaire with about 10 different experts in this professional space. It was edited and refined to send to the participants of the study.

### **Distribution of the Questionnaire to Appropriate Coaches**

It was determined that only external coaches would be studied, since the success of internal coaches would have different indicators of success, particularly in areas of referrals, contract completion, financial remuneration, and so on. External coaches must manage their business to make certain their sales and marketing systems are working for them. This is not necessarily a component of the core competency of an internal coach.

The sample population of approximately 1,000 external coaches was examined by our partners: The Academies Coach Training School, The Professional Christian Coaching Institute, both ICF accredited training programs for which the author has taught, Arden Coaching and Get Positive Today, for whom the author subcontracts, Coach Approach Ministries and Beyond Influence, which are led by colleagues of the author. These individuals were invited to participate in the study directly from these organizations to increase the response rate. The total initial refined population then was 665 professional coaches who specialize in external executive and leadership coaching. A total of 263 of those were reached and asked to sign a consent form to participate (see Appendix B). Of those, 138 chose to sign the consent form, while 106 actually completed the questionnaire (see Appendix A).

### **Analysis of the Results and Interpretation of the Findings**

The response rate was significant, and the results were analyzed. The data was summarized into four areas: job satisfaction of the coach, indicators of the coaching

practice, self-leadership elements, and demographics. These subcategories of the questionnaire provided an opportunity to segment like questions and analyze results.

Within each section key elements were identified which ultimately could inform the hypothesis. The author selected findings that returned significant information, whether or not the indicators supported the hypothesis. Some of the findings were more interesting than conclusive, a not-so-surprising finding at this early stage of the coaching profession.

After careful review of the findings, it was determined that it was necessary to isolate how much time a person devotes to coaching, whether full-time or part-time. This variable was a key determinant to parse the data into appropriate segmentations, allowing for better analysis. The author did not originally think this would be such a significant differentiator, but analysis proved it necessary to separate the data into these two categories.

In a recent article found in Qnnect Solutions, a software company headquartered in Zurich, Switzerland, author Céline Badertscher cites recent research has suggested that a quarter of UK workers would be willing to take a pay cut to work fewer hours (Badertscher, 2016). In the past, this might have been seen as an absurd thing to do, but as the workplace changes, flexibility in how we work and when we work has become a crucial part of the job.

People of all ages are seeking work/life balance, which can be defined as a state of equilibrium achieved between working priorities and private/personal lifestyle. In

effect, workers should be able to enjoy their personal time outside of the business environment without guilt or worry about working all the time.

Since coaching is such a new profession, perhaps it is predictable that it would reflect the newer desire for work/life balance. While the article above suggests millennials are very desirous of this characteristic, the author has experienced a drive for work-life balance being important to most workers, especially on the other end of the spectrum with the baby-boomers who are still occupying the workplace.

### **Results**

If we summarize the findings into self-leadership indicators and success indicators, it is possible to get a broad picture of motivators, self-leadership elements, and success indicators that influence the behavior of individual coaches. These will shed a light on the hypothesis that self-leadership goes hand in hand with success for the coach. The author found the motivators of individual coaches to be the most telling in terms of who actually chooses the profession. This is usually where a coach starts when working with a client, so this is where the author will commence the discussion of the results.

### **Motivation**

From the results of the questionnaire, a surprising finding was the importance of flexibility of the coaching profession to the coaches who have chosen to pursue it. Although it was first in importance for part-timers, it was a pretty close second for full-timers as well (see Table 1). Flexibility is a significant baseline fueling work/life balance, thus it is understandably an important motivator. In fact, it may be a very

relevant reason so many coaches are choosing to both educate and prepare themselves for the field.

Studies have shown that the average age of a coach ranges predominantly between the ages of 40–60 years of age worldwide. Actually, 19% are 60 and older. (International Coach Federation, 2016). Although higher-end executive clients do seem to prefer more experienced, mature coaches, it appears that the flexibility of the profession may attract that demographic as well. It is not surprising that a person who espouses an intentional lifestyle would value flexibility more than those who are establishing themselves professionally or maybe even those who are letting others define their lives for them.

The second most important motivator of part-time coaches and the first for full-time coaches is client growth, 4.26/5.0 and 4.71/5.0 respectively. As stated previously, the author can attest to the tremendous feeling of fulfillment in seeing clients make wise choices and grow in areas they desire to overcome or attain. Coaching is a profession that supports others, necessitating that the coach consciously puts the growth of the client before their own needs. The win for the coach would clearly be client growth in the end.

The third motivator of both part-time and full-time coaches is client relationships, even a higher motivator of full-time (4.29/5.0) than part-time coaches (4.13/5.0). Coaching is a highly relational profession, so those who value that may be more likely to choose coaching as their work. For coaches like the author, the value of deep relationships is what keeps many coaches engaged for the long haul. Transformational coaching fits very nicely into this box.

Finally, the fourth motivator for coaches is financial success. It is understandably less for part-time coaches at 3.09/5.0, but for full-time coaches it weighs in at 3.82/5.0. There is great potential for financial success for coaches who apply themselves and whose clients see a great value from the relationship. This fuels the financial success continuum.

Another key finding from the survey results was the connection between the amount of time a person has been a professional coach and that person's key motivators. One would expect that over time a correlation would emerge with a person's motivation to continue to stay in a profession. According to the 2017 Sherpa report, tenure in coaching over 15 years has jumped from 22% in 2014 to 37% in 2017 (Sherpa Coaching, 2017). The findings actually hint that the motivations over time are geared more toward client relationships even more than client success. This is something to be mindful of as more coaches stay in the profession longer. The author has personally noted to be careful not to put the relationship with the client in a more important light than the success of the client through the coaching engagement.

Both part-time and full-time coaches valued approximately the same things, flexibility of the job and client growth. However, full-time coaches attribute a significantly higher emphasis to financial success in addition to being very satisfied, more than double the frequency of part-time coaches. This seems reasonable, since they are attempting to support themselves solely from coaching, while part-time coaches may not require as much remuneration from their profession or may not want the same kind of result as a definition of success.

In a recent Harvard Business Review article entitled, *Why People Really Quit Their Jobs*, authors Lori Goler, Janelle Gale, Brynn Harrington, Adam Grant have found that:

People don't quit a job, the saying goes – they quit a boss. But that's not what Facebook found in a recent engagement survey. When the company wanted to keep people and they left anyway, it was because they didn't like the work, their strengths were underused, or they weren't growing in their careers. So people at Facebook *do* quit a job. But who's responsible for what that job is like? Managers. If you want to keep your people – especially your stars – customize their experiences in three ways. First, craft roles that they'll enjoy. This can involve hiring impressive candidates and then writing their job descriptions, for instance, or rotating current employees out of roles where they're excelling but not feeling motivated. Second, allow them to draw on a wider range of their skills and passions. And third, minimize work-life trade-offs by carving a path for career development that accommodates their personal priorities. (Goler, Gale, Harrington, & Grant, 2018)

This feels like a very related finding to support the motivators of coaches to choose the coaching profession. They have the privilege of enjoying their work, utilizing their people strengths, and they are required to grow in their careers in order to be relevant. So, coaching is a career choice that can lead to tremendous job satisfaction if it is approached from a self-leadership perspective.

## Self-Leadership

Indicators of self-leadership were captured in several of the questions that were asked in the survey. The essence of self-leadership is manifested by the manner of which a coach lives an intentional way of life.

As stated throughout this work, self-leadership was studied in the context of the following factors. They are discussed in the sections below as indicated.

- Initial and ongoing professional education—is addressed in Mental Self-leadership
- Commitment to growing in emotional intelligence—addressed in Discussion
- Personal setting and achieving of professional goals—since there was little significance from the research, it is implied to be practiced within all self-leadership categories
- Attention to personal health and habits (eating, exercise, sleep, stress management)—addressed in Physical Self-Leadership
- Marketing and financial acumen—addressed in Research

**Physical self-leadership.** This was captured in hours of sleep and daily exercise. Coaches can check this box on the upper end of the population. Most people have heard the phrase all their lives, if you have your health, you have everything. It appears that coaches understand this as a core of self-leadership.

The second tenant of Goleman’s work on emotional intelligence is focused on self-regulation or self-discipline (Goleman, 1995). Jim Rohn states the axiom, “We rise and fall on our personal disciplines,” (Rohn, 2017). Those who are committed to self-

leadership would hypothetically be committed to personal daily disciplines, preferably in the morning (Hyatt, 2018). Anecdotally, millennials prefer to use the term, daily practices, which is an interesting softening of this critical component to intentional living (Sinek, 2016).

Self-leadership would necessarily include personal health and fitness. It invigorates the mind and body and causes humankind to operate at more peak performance (Loehr & Schwartz, 2003). The research shows a strong commitment of both part-time and full-time coaches to exercising three or more times a week, 66% and 72%, respectively. This is an indicator of self-leadership and personal discipline.

For most healthy adults, the Department of Health and Human Services recommends at least 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity a week, or a combination of moderate and vigorous activity (U.S. Department of Health and Human Services, 2018). On average, Americans spend only 2 hours per week being physically active, according to researchers at Penn State and the University of Maryland, who analyzed recent data from the US Census Bureau (Romero, 2012). So, these results seem to indicate an above average degree of exercise for coaches committed to self-leadership.

Hours of sleep per night is another indicator of self-leadership and the associated self-discipline it requires. In the book *The Seven Habits of Highly Effective People*, Stephen Covey (1989) considers all of these factors that signify a focus on personal health as sharpening the saw. Covey states that sleep, as well as vacation or change of pace, are as important to an individual's personal effectiveness as any other acquired skill

or discipline. Americans currently average 6.8 hours of sleep at night, down more than an hour from 1942. Medical studies have related a lack of sleep to health problems and cognitive impairment. Therefore, experts typically recommend 7 to 9 hours sleep for adults (Jones, 2013). The fact that the coaches who participated in the survey responded with a high percentage getting 7 or more hours of sleep a night (78% of part-timers, 72% of full-timers, with a 77% average of both) says they are paying attention to the need to boost their overall health and cognitive abilities by getting enough sleep.

**Mental self-leadership.** Mental self-leadership has been captured in several areas in the study. The indicator of self-leadership cited in the mental self-leadership category is referenced in Tables 1, 2, and 3. The first query is a summary of mental activities in which the coach engages. It represents the percentage of coaches who read a minimum of 13 books per year, listen to 19 podcasts per year, and register for 20 hours of continuing education per year. The second query centered on continuing education classes and the maintenance of current coaching credentials, which require continuing education, and the third query was focused on participation in assessments, which provide a framework for continued learning as well.

**Mental activities.** Experts say reading is crucial for anyone in a leadership position. Writing in *Harvard Business Review*, author John Coleman (2012) argues that reading can make you a better communicator and more empathetic. For the purpose of this writing, 13 books a year was selected as the average of what most leaders' practices would reveal. Actually, it may be more accurate to quote Harry Truman, who said, "Not

all readers are leaders, but all leaders are readers,” (Truman, n.d.). The author believes this to be true through experience in mentoring coaches and coaching leaders.

According to an article in *Forbes* magazine, 2012, entitled, “Why Leaders must be Readers,” businesswoman Kelsey Meyer states some of the rationale of the importance of reading to our quality of life (Meyer, 2012). Reading and learning from peers both within and outside the industry for which an individual works enhances growth as an employee, business owner, and leader in three distinct ways. First, reading reminds people of information and ideas, and areas to address like time management in order to keep important concepts top of mind. Second, reading challenges people to explore areas they may not know or even disagree with, impacting the ability to think, both creatively and logically. Third, reading gives opportunities to interact with others, enhancing the human experience as ideas are shared and debated, sparking community and joint activities, often facilitating creative actions.

Successful people often cite their reading habits as precursors to their success. According to the Business Insider, famous people like Warren Buffett read between 600 and 1,000 pages per day when he was beginning his investing career and still devotes about 80% of each day to reading (Baer, 2014). Bill Gates reads about 50 books per year, which breaks down to 1 per week (Baer, 2016). Mark Cuban reads more than 3 hours every day (Cage, 2012). Oprah Winfrey selects one of her favorite books every month for her Book Club members to read and discuss (Lebowitz, 2016).

In the world of technology within which we live today, podcasts and audiobooks have made it practical to read audibly. In fact, most busy people have augmented their

reading lists with podcasts and audible books due to accessibility and ease, being able to listen while exercising or doing chores, whatever the reason self-leaders find a way to remain current and participate in conversations about the latest new information, opportunities, and challenges of the world.

***Continuing education.*** 20 hours of continuing education was determined by the author to be an indicator of self-leadership. This is a bit elevated, but in alignment with the ICF's requirement for continuing education, which is 40 hours for 3 years. The ICF have basically required coaches to be self-leaders if they desire to maintain their credentials. It might be interesting to compare self-leadership indicators between credentialed and non-credentialed coaches in a future study.

***Assessments.*** Finally, the participants were asked which assessment tools they have personally had administered to them, and what assessment tools they administered to others. Personal assessments provide an indicator of the desire of coaches to grow in self-awareness, the cornerstone of emotional intelligence. As a result, one of the questions on the questionnaire, which of the following personality assessments have you taken, was analyzed to further understand which, if any, assessments individual coaches had taken. Table 7 shows a specific breakdown of the results of this question. It is clear to see the two assessments most taken were Myers-Briggs and DISC, with 86% compared to 81% of respondents respectively. All full-time coaches took both Myers-Briggs and DISC assessments compared to 83% and 77% of part-time coaches respectively. Assessments are widely accepted by coaches and clients to be an indicator of self-

leadership, although there are still a few outliers who believe they brand people too mercilessly and refuse to benefit from the self-learning advantages they offer.

All three of these forms of mental self-leadership help the coach stay informed and provide a framework to ask powerful questions (ICF Core Competency C.6) based on ideas and awareness of contributing factors that help clients live intentionally.

### **Success**

As a result of this study, the author has expanded her view on motivators and success indicators of a coach. The reasons for choosing the profession as well as the perception of success seem to align with changing times and different expectations of business success. The key identifiers that were initially used in the survey to measure coach success were:

- Number of clients
- Average fee per client
- Average hours with each client per engagement
- Coach certification
- Length of time coaching

These behaviors were refined to discover the results that ultimately produce positive outcomes for the coach. Those positive outcomes valued by coaches were determined to be:

- Coach's financial success
- Success in gaining referrals
- Client retention with the coach

- Job satisfaction of the coach

As the results were tabulated, the findings were different than originally anticipated.

### **Coach's Financial Success**

The hypothesis being studied was whether or not coaches professional success was significant from a financial perspective. Fully 70% of coaches earned below \$100,000 in net income in 2016. Full-time coaches earned a higher net income, but it was still not as high as the author expected.

However, it can be noted that 61% of full-time coaches earned over \$100,000. If that is compared to Census Bureau statistics, it is higher than most people, with only 9.15% of the population attaining that income level in 2016 (U.S. Department of Labor, 2017).

These demographics indicate that, if the coach assesses personal success in terms of income that can be earned, it is a field that can afford the coach the potential to reach higher levels of income than most professions. These results show there is a great reward, as well as a return on the investment, for the learning and intentionality that are indicative of self-leadership.

One of the incredible benefits of coaching is the low entry requirement to get started. To get an ICF certification and the required schooling, mentor coaching, and hourly accumulation of experience is relatively low cost. For an ACC (Associate Certified Coach), it averages around \$7,500–\$10,000, depending upon the options chosen. For PCC (Professional Certified Coach), it averages \$10,000–15,000, and for MCC (Master Certified Coach), it averages \$15,000–25,000. During the time of seeking

competency and certification, the coach may serve clients and earn income, albeit at entry rates. The author does not know a more cost-effective way to become proficient at a profession. Years ago, after reading *The Millionaire Next Door* (Stanley & Danko, 2000) it became apparent that the cost of entry for two of the most highly respected professions, doctor and lawyer, established a burden of education loans and time that took years to recover the return on investment for most professionals. This is clearly not so with coaching.

In today's marketplace, most coaches enter the field as a second or third career option. While this is changing over time both for the client and the coach. The ICF 2016 study found professional coaching for millennials is growing (International Coach Federation, 2016). In total, 23% of coach practitioners surveyed reported their clients are under the age of 35. The business of coaching is also growing among the millennial age demographic. Six percent of coach practitioners are under the age of 35, with the largest numbers being in Eastern Europe (17%), Latin America and the Caribbean (11%), and Asia (9%). Younger coaches are driving a new frontier for the coaching profession; it is still a career change that provides very low entry costs (International Coach Federation, 2016).

This is the expense side for the motivation of financial success for the coach. The revenue side depends on the marketing skills of the coach, the client retention skills of the coach, the completion of client agreements, growing the business year over year, and the successful referral stream of the coach. Especially for the full-time coach, financial success is clearly attainable.

### **Growth of the Business and Referrals**

Growth of the business and referrals go hand in hand in a coaching practice, since it is such a relational business. Sherpa's latest statistics on this is that 73% of people found their coach through a personal reference. While web searches are up from 6% in 2015 to 12% in 2016, referrals still are the primary business source of a coaching practice. Coaches must provide a quality service to be able to excel at this very important business builder (Sherpa Coaching, 2017).

The study indicated that the highest response rate for all participants was >20% year-over-year growth of business. This is a great sign of both coach success and the growth of coaching as a profession. In addition, 39% of respondents' businesses grew more than 10%. This statistic is still much higher than the average 7.8%.

One of the key determinants for the growth of a coach's business is the number of referrals they receive. For coaches whose businesses grew by >20%, they exhibited the highest referral rate of all participants in the study. This goes hand in hand with revenue growth. The majority of respondents, 58%, average 1 to 5 referrals per year. However, those experiencing >10% year-over-year growth to the business had consistently more referrals for their business than those who had <10% year-over-year growth of their business.

In a study of small business owners conducted in 2014 by Verizon, with Small Business Trends, they specifically asked, how do your customers find out about your business? The results were consistent with other surveys conducted by Small Business Trends. By far the most common way customers learn about a business is from word of

mouth, according to the small businesses in the survey. Eighty-five percent of the small businesses surveyed said customers learn about them through word of mouth (Campbell, 2015). In coaching, referrals are the method that is most personal, costs the least, and is the top method of attracting new customers. It goes without saying that the coaches who experience the greatest degree of referrals are providing the highest value to their clients.

Over the past 20 years, the author has observed new coaches spending a great deal of time developing high-tech websites, sophisticated client relations marketing systems, and laborious podcast schedules to jump start their businesses. This can be a slow process that is less fruitful than going out and having coffee with his or her network of potential referrals and working the coach's own sphere of influence. The author has seen businesses become more successful in attracting new clients this way. In addition, having the boldness to ask a satisfied client for a referral is good business. Many coaches are timid to do this, and their businesses often reflect a lack of momentum over time as a result.

### **Client Retention with the Coach**

The second variable indicating coach success is client retention. Client retention rose during 2016 compared to 2015. This is an indicator that coaches were able to satisfy their clients expectations as more clients were finishing their agreements. Clients do not typically complete their agreements unless they feel as if they are receiving value. Table 11 and 12 show the specific breakdown on retention of clients for both part-time and full-time coaches.

When clients experience effective coaching, they typically complete or extend their coaching contracts. The client may experience a better quality of life, improve overall results in their work and/or home life, achieve higher sales results, increase earnings, lower the cost of onboarding, lower expenses in general, or receive promotions and other indicators of expanding influence and overall success. As indicated in the assessment discussion earlier, clients measure the benefits of coaching with external coaches primarily through the following results: 360° feedback (29%), well-being and engagement (20%), performance reviews (20%), impact on business (15%), return on investment (95), and effectiveness of learning (8%) (Sherpa Coaching, 2017). The positive result of these factors has a high impact on client retention.

It appears that coaches with longer timelines of experience, especially those who are dedicated to full-time coaching, are able to bring greater value to the client and extend their working relationships, completing more of their contracts over time. Career tenure in coaching has increased from 22% of coaches having more than 15 years of experience in 2014 to 37% in 2017 (Sherpa Coaching, 2017).

The sales cost of acquiring a new client versus retaining an existing client is significant. In a March 2015 article by Ian Kingwill in LinkedIn, there are statistics indicating that it costs five to 10 times more to secure a new client than retaining an existing one (Kingwill, 2015). Not only that, but repeat customers spend, on average, 67% more.

Anyone who is an effective business owner knows that it is critical to retain customers and build a loyal relationship with them and avoid customer acquisition costs

as much as possible. So, coaches who complete their client engagements or extend them are well on their way to reducing costs and increasing revenues. This is a sure sign of success in a coach.

### **Job Satisfaction of the Coach**

The final variable of success is job satisfaction. Subjects were asked how satisfied they were with their job as a professional coach. Job satisfaction was 89% for all participants. Anything above 80% is good, making these results very good. The job satisfaction of coaches is evident in the trust clients have in them, the beauty of seeing people grow, the joy of helping, the collaboration and community of relationships. And contrary to counselors, coaches get to work with healthy, well-adjusted individuals and teams.

In an article in *Forbes* magazine on June 14, 2012, Glenn Llopis discusses the nine things that motivated employees. Llopis points out that people want to be noticed and recognized for their work. Employees are motivated to remain relevant by searching for new ways to learn, improve their skills, and invest in themselves and others. He gives suggestions that leaders might find ways to elevate others to achieve their potential (Llopis, 2012). Helping others increase their relevance is an important motivator for everyone. This is the essence of coaching.

In a February 22, 2016 article published in LinkedIn by Leon Steyn, he cites three reasons small business owners experience exceptional job satisfaction. The first is that job satisfaction is not about the money, but instead it is about purpose (Steyn, 2016). Even though money was the initial reason many entrepreneurs went out on their own, the

influx of money is often slower than expected. Many successful business professionals shift to the altruistic return in the process of persistence. Coaches have tremendous purpose in helping others be the best they can be. The more effective a coach can be at helping a client be more successful, the more satisfied the coach becomes. The financial remuneration flows out of great service to the client. Coaches often become better leaders and people themselves through the experience. They become more of who they desire to be, lead themselves better, and apply that learning to their own lives. The author has seen this over and over again within the coaching community.

The second reason Steyn references that small business owners can become more satisfied with their jobs is being the expert or becoming one (Steyn, 2016). This is part of the hypothesis of this dissertation. Greater job satisfaction flows from the assurance that a professional has something to give that can help another. Whether it is a product or service, the better it is, the more it helps the client, the more the business owner experiences job satisfaction. In fact, author and speaker Michael Hyatt, has written and spoken a great deal over the years about customer service being the new marketing (Hyatt, 2012). This is not necessarily true of a large business employee. The customer experience may be so far down the food chain from the person's specialized position that he/she may not even know the client experience outside of metrics examined from a desk.

In fact, in a recent article by Jessica Stillman (2016) in *INC. Magazine*, the research suggests that there is a, "heap of evidence for the entrepreneurship happiness premium." What is more she says, "other studies also consistently report on average the self-employed are more engaged, more satisfied and happier with work than those in

traditional jobs." Why are entrepreneurs happier? What is behind this huge gap in happiness between owners and employees? No one who has experienced the two will be shocked by the probable causes: lack of bureaucracy, more autonomy, and greater flexibility among entrepreneurs.

The third reason Steyn says that small business owners are so satisfied with their work is clearly the essence of coaching. In passing on knowledge to employees, the owner gets the privilege of watching them grow (Steyn, 2016). While coaching itself is not a transfer of knowledge, it is a transfer of powerful questions and principles that cause the client to grow if it is done in the manner it is designed. Coaching is a beautiful co-created relationship between the client and the coach that brings out the genius in the client. What more job satisfaction can a person achieve if he or she is truly committed to bringing out the best in others?

And so, job satisfaction for the coach is a wonderful outgrowth of leaving oneself at the door and focusing on the people who have entrusted their lives to the coach. Ultimately, Steyn (2016) offers a fourth component of job satisfaction, "be thankful and celebrate your business." The author can attest to the benefits of being thankful for her coaching practice. In fact, in a recent continuing education class called, *Get Positive Today*, Dr. Joey Faucett and MCC Coach Jane Creswell encouraged a cohort of experienced executive coaches to establish a new daily practice that entails a gratitude journal. The practice includes taking time at the end of the day to write down three things that one can be grateful for that day. The author has taken this upon herself, and

her coaching practice and the experience of helping certain clients on any given day tops the list.

### **Discussion**

There are so many directions the author could select to lead the discussion of the data. So much about the individual coach is illuminated through the research, yet so many questions remain. There are many findings that stand out for the author.

First, there are many coaches who do this work on a part-time basis, much more than anticipated. Is that a function of external coaching and those who choose the profession? Perhaps. Are most of the full-time coaches in the internal coaching space? Maybe so. Are full-time internal coaches as satisfied as the external coaches? It is possible. Do they have other jobs that provide the flexibility to choose coaching as a way of securing supplemental income that offers flexibility? Could be. The part-time nature of coaching would be a fascinating study for future exploration.

Second, job satisfaction of coaches is very high. In general, job satisfaction is high among entrepreneurs and self-employed individuals as stated previously. However, coaching is an incredible profession for those who care about the success of others and want to see them flourish. It is relevant, flexible, has high earning potential, is respected in the marketplace, and has a very low entry fee. Educated people who value independent thinking and autonomy can do it successfully.

Third, self-leadership is inherent in the coach certification process. The ICF designed the field to be self-monitoring, requiring ethics refreshers regularly, setting the standards high, yet reasonable, to earn credentials recognized in the marketplace. In

addition, establishing an ongoing renewal requirement to maintain credentials and engage in continuing education is an incentive to develop a self-leadership lifestyle. This became a very important aspect of self-leadership as the study findings were analyzed.

Fourth, the marketplace corrects itself. If a coach does not provide value, he or she is not asked to provide services. Motivation to become a self-leader is inherent in that, though it is extremely helpful to clients, coaching is not perceived as a necessity in any organization. Early coaches have had to endorse the profession as well as themselves as the service providers. Those who lead themselves to grow their businesses more, have longer, more lucrative contracts, involve themselves in transformative coaching with their clients, have the potential of a stable and lucrative practice, have longer, deeper relationships with their clients, and can experience exceptional job satisfaction.

Fifth, the need for coaching exists. The span of control for managers today is so robust that coaching is needed to augment staff development initiatives. HR Managers have so many regulation and systems requirements that they cannot do the kind of leadership development and succession planning that they need and would often prefer to do. They are open to partnering with good coaches to get the job done.

Sixth, the world is changing so fast, cultures of organization are global in nature, and products and services must adapt quickly. Coaches help people be more effective and efficient. They help their clients succeed within the space they are working. They need the safe space to think and ideate. The coach is their refuge, especially at higher levels of the organization where it can be lonely. Often, coaches are the only people who encourage the clients they serve.

Last, but not least, literature on leadership, management, conflict resolution, staff development, systems and processes, team dynamics, cultural expectations, and so on is no longer limited to academics. Coaches can recommend easy-to-read, relevant resources to help organizations develop healthy leaders and teams. Learning cultures are the future, and resources are readily available to support it. Coaches can lead the way in the process.

This conversation can go on and on about how the coach can become a self-leader in order to be succeed at the profession. To lead the closing discussion, the author would like to summarize the study within the framework of emotional intelligence.

The author has been an avid student of emotional intelligence over the past 20 years or more. Applied emotional intelligence is a natural indicator of self-leadership. Throughout this work, the underlying reference has been the number one *Harvard Business Review* article on leadership of all time, “What Makes a Leader,” by Daniel Goleman (2004). The author deems it the summary of all the work on the topic of self-leadership since it is the essence of intentional relationship. And, intentional relationship is the number one reason people succeed.

In this article, Goleman states that emotional intelligence is responsible for 35–50% of a leader’s success, implying that IQ (rational intelligence) and skills developed over time are responsible for only 50–65% of the total success of an individual (Goleman, 2004). The contrary is also true. Without emotional intelligence, an individual or coach is 35–50% less effective.

Most people are not aware of how important emotional intelligence is to their self-leadership and personal success. In fact, the author's experience would cause her to gravitate closer to the 50% mark rather than 35%. Those who take emotional intelligence seriously benefit from it in many, many ways. The questions asked in this study were purposely aligned with the tenets of emotional intelligence cited in the Goleman article.

Therefore, the author now will direct the discussion of this study to how the hypothesis that self-leadership is an underlying practice for the success of the coach using the tenants of emotional intelligence. To use Daniel Goleman's (2004) premise, it makes a leader. And, further research has identified that the higher a person sits in an organization, the more the need for emotional intelligence is a critical component to his or her success.

Research by the respected Center for Creative Leadership (CCL) found that the primary causes of executive derailment involve deficiencies in emotional competence (Center for Creative Leadership, 2018). Each year, CCL serves more than 20,000 individuals and 2,000 organizations, including more than 80 of the Fortune 100 companies. It says the three main reasons for failure are difficulty in handling change, inability to work well in a team, and poor interpersonal relations.

International search firm Egon Zehnder International analyzed 515 senior executives and discovered that those who were strongest in emotional intelligence were more likely to succeed than those strongest in either IQ or relevant previous experience. Research that has been done on the relationship between emotional intelligence (EQ) and IQ has shown only a weak correlation between the two (Egon Zehnder, 2014).

Daniel Goleman (2004) defines emotional intelligence in the article cited above as consisting of five different attributes:

1. Self-Awareness
2. Self-Regulation
3. Motivation
4. Empathy
5. Social Skill

The following is an attempt to summarize the findings of the study in this context.

#### **Self-Awareness**

Self-awareness encompasses a person's knowledge and intuition about what makes him or her tick. It is an awareness of strengths and weaknesses, impulses that are helpful or hurtful, triggers that cause pleasure, pain or problems, and anything else that causes a person to know himself or herself. In terms of self-leadership and the hypothesis of the study, it encapsulates the awareness of the need for sleep and exercise. Coaches do this well. They set themselves up for success both in the present and future by paying attention to these human needs.

Mental self-leadership is an indicator that the coach knows that reading and other forms of input are important. Filling the mind with relevant data that can inform a coaching conversation is wise and makes them more successful.

Exposing themselves to assessments that identify areas of self-awareness and personal impact makes the coach more of a partner in providing the client with tools to grow in self-leadership as well. New assessments equal new self-awareness, and the

coach peels the onion as he/she becomes increasingly self-aware and is able to help clients do the same. The ultimate assessment tool, the 360°, is an excellent way to improve self-awareness, used by coaches for themselves and their clients.

Securing professional certification is a smart avenue to pursue so the coach improves his or her value to the individuals and organizations they serve. The rigorous requirements to attain the ACC, PCC, or MCC designations is a practice that self-aware people know enhances their value. Reminders of professional ethics and continuing education to renew certifications is a discipline that coaches are mindful about to keep themselves current and competitive.

Finally, a job that offers flexibility is a hallmark of our times, and self-aware people seek out a profession that affords the luxury of managing life/work balance and setting themselves up for greater job satisfaction.

### **Self-Regulation**

Self-regulation is the key component that separates the serious from the cavalier student of emotional intelligence. Self-regulation is the discipline of self-correcting the attitudes and behaviors that cause self-sabotaging behaviors in leaders. It is the practice of wisdom, a lifelong pursuit of intentionally choosing the high road and dismissing harmful things that interfere with a self-led, successful lifestyle.

For the coach committed to self-regulation, the outflow into self-leadership practices as it relates to coach success might include several things. First, practices that turn self-awareness into habits and commitments that require changes in behavior like truly getting sleep and exercising. Most people know these practices lead to success.

The self-regulated coach actually does them. The author has cited many writings of Andy Stanley (1999) along the way. One of his most relevant principles related to self-regulation is we reap what we sow, later and greater. The emotionally intelligent, self-regulated coach practices these important self-leadership principles to enhance his or her coaching presence and ability to model these practices to clients.

Second, self-regulation is required to choose to practice mental self-leadership. It is much easier to spend time watching television or playing a game on a computer device than it is to listen to a podcast on leadership, read a book on getting things done, watch a TED Talk on conflict resolution, or keep ICF credentials up-to-date. Self-regulation is a hallmark of a successful coach in the area of mental self-leadership.

Third, keeping client relationships strong requires self-regulation. There is always conflict in human interaction. A coach who is committed to client success and client relationships must self-regulate in many areas. The larger the client, the longer the sales process often requires, and the coach must be patient during the process, seeing the long-term benefit of larger contracts. If there is a difference of opinion about the value of a transaction, the coach may choose to put the relationship first and credit the client if there is a grey area, even though it is not required. Professionalism is a key indicator of self-regulation in all areas of leadership.

Finally, in order to allow the client a safe place, the coach must become more of a listener than a teller. The coach must withhold opinions and be a master of asking questions. The coach must be ethical and protect confidentiality in the coaching relationship. The coach is often in a position to make the choice of putting the client first

and foremost. This requires ongoing self-discipline, or self-regulation as Goleman defines it.

All of these self-regulatory practices are often the backdrop of higher fees, growth in a coach's business, good referrals and completed contracts, enhancing the success of the coach.

### **Motivation**

Motivation as a leadership practice is sometimes omitted in more recent literature from Goleman. The author of this dissertation is partial to keeping it front and center, however. The reason for this is the commitment and persistence any profession requires when met with adversity. Also, motivation is critical when there are disappointments in life and the individual or coach is required to regroup and try again.

Developing a coaching practice requires a great deal of motivation. As stated previously, the average length of time it takes to establish a coaching practice is 5 years. Many would-be coaches lack this kind of focus and stamina. Keeping all the balls in the air in the day-to-day operations like returning phone calls and emails, answering questions between appointments, doing monthly billing, showing up on time, taking good notes and reviewing them before the client's appointment, maintaining clean client files for 5 years, renewing certifications and keeping them current, disciplining oneself to pursue the physical and mental disciplines required of leaders, and so on, all require consistent, persistent motivation. The commitment to lead oneself in the mundane parts of a thriving practice is another hallmark of a successful coach.

It has been the author's experience that being a good leader requires not only proactive motivation, but also reactive motivation. To explain, Jim Rohn, the founder of *Success* magazine has been quoted as saying that successful people expect disappointments (Rohn, 2017). Small disappointments happen daily in life, often in the form of unmet expectations of self and others. Big disappointments happen less frequently, but they often derail an individual. Divorce, cancer, unrealized promotions, financial setbacks, personal and emotional injuries, and many other setbacks often cause people to lose the desire to move forward and abandon the practices that have caused them to move forward in life. Motivated people rise above these occurrences and stay focused on their goals and aspirations. Coaches who stay motivated are more likely to achieve the success that this work has highlighted.

### **Empathy**

Empathy is often an oxymoron in a leader's vocabulary. Leaders are most commonly depicted as high-charging, detached individuals who pursue results as the expense of relationships. Organizations often assign the hardest-charging singularly focused person to lead an organization or sit in the C-suite of top level leaders. As organizations become more sensitive to the fact that engaged employees make, create, and maintain loyal customer relationships, organizations are changing their manner of doing business. Understanding the employee's needs and creating an environment where creativity and effective results can flourish has become more and more the norm of business today. This is a very welcome change for most workers as organizations catch the wave of change in the area of empathy.

For the coach who is practicing empathy, it may simply present itself in ways like using feeling words with “feelers” and thinking terminology with “thinkers” to connect more deeply with a client. It may look like adjusting the coach’s work schedule to meet the needs of a client. It may require the practice of not providing the client with an answer, so the client can experience the feeling of solving the problem themselves, providing a platform of deeper learning and buy-in for the client. There are many examples like this that communicate empathy to the client and foster the client relationship, therefore the coach’s success.

Empathy at the foundation is always wanting the best for the client, seeking ways to bring out their highest potential. It does not settle for easy fixes and paternalistic approaches. It provides a backdrop for the client to pull themselves up and become more resilient, more personally responsible, more successful at what is important for them, rather than what the coach may prescribe for them. It is a requirement of a successful coach.

The identified motivators for a coach are flexibility of the job, client growth, client relationships, and financial success. This seems to indicate coaches may have more empathy for themselves than other professionals. Flexibility appears to be the number one factor in job satisfaction today, as referenced in much of this work. As coaches pursue this for themselves, they can more readily understand the need in others. Most coaches care more about client success and client relationships than they do about financial success, an inherent display of empathy. All these motivators provide the

empathy that makes the coaching conversation safe and effective, and the coach successful.

### **Social Skill**

Social skill is the culmination of all the other components of emotional intelligence. It is the manifestation of self-awareness, self-regulation, motivation, and empathy combined to produce results through others. Those who are skilled in social skills make getting results look fun and effortless.

It has been the author's experience that being an external coach of leaders and executives is the most satisfying, most rewarding, and most effortless role she has ever had the privilege of doing on a day-to-day basis. As an individual who has learned the value of self-leadership and emotional intelligence in her own life, it is natural to desire to help others do the same. It is a thrill to see clients succeed at what is important to them by employing these practices.

The social skill developed by pursuing and practicing self-awareness, self-regulation, motivation, and empathy is extremely profitable in both personal and professional growth. It is something that benefits an individual at home, at work, in the community, and wherever a person is in the moment. In fact, Daniel Goleman states that a truly emotionally intelligent person is the same anywhere that person finds him or herself (Goleman, 1998). Social skill is ultimately being comfortable as oneself and feeling like value is provided as the people one is in relationship with are better for the experience.

Results through relationships could be the brand of an emotionally intelligent person displaying social skill. This defines the role of a coach. The coach's purpose is to help others succeed. It is serendipitous that the coach succeeds in the process. As the coach becomes a leader by the moment-by-moment pursuit of the learned behavior of emotional intelligence, it is evident that the coach realizes success as defined by him or herself.

### **Recommendations**

This work seems like the beginning of a long and interesting story of the genesis of the coaching profession from the coach's perspective. Previous work, particularly by International Coach Federation, Sherpa Coaching, and the Conference Board, has been about the marketplace, the coaching training and certification bodies, and the clients. This study has been focused on the coaches and the practices they pursue that influence their success.

What has been obvious all along is that this work scratches the surface. There is so much more that can be learned. This section will address those areas that have now been identified for further research.

First and foremost, a study about what causes so many coaches to practice on a part-time rather than full-time basis would be very important for the future. Is it a result of economic or marketplace trends, lack of sales and marketing expertise of the coach, the difficulty of managing a business with an abstract service, the challenge to consistently execute the daily grind of running a business, etcetera, that makes a full-time practice elusive? Or is it intentional, a chosen profession by those who desire maximum

flexibility in their work life, those who seek job satisfaction over financial success, those who want to foster deeper relationships with a few clients and purposely preserve the time and energy required for more client relationships? Or do part-time coaches keep a steady revenue stream from another source of income to minimize risk of a new profession that still presents a more challenging sales and marketing process? These would be very informative answers to secure to make the field more attractive and predictable for the future.

Second, the findings of the study regarding the motivation of coaches was very revealing. The author would never have guessed that motivations would be different for part-time coaches and full-time coaches, that flexibility of the job would be more important than financial success, that client growth and client relationships would be key motivators over all. After analyzing the data and thinking through these results, they tell a story of professionals whose reason for doing what they do is more about clients, client growth, and client relationships than about themselves. It almost indicates that those who enter the profession must care more about the recipient of the service than about their own success. This would be a key indicator for prospective coaches about which they should be more informed. Further study about the motivation of coaches would be recommended by the author.

Third, job satisfaction of full-time coaches appears to decrease over time (after 15 years). These seem to be surprising and worth additional study. Relationships that require a lot of care and feeding to an introvert can become daunting day in and day out. Will introverts be able to maintain the energy required over time for such a relationally

demanding profession? Is that the cause of the decline in job satisfaction? The author, who is an extrovert, has not experienced a waning over time in the least. In fact, the profession is more invigorating to the author as referrals increase, client success is greater, relationships are deeper, and financial success increases. That may not be the case with everyone.

Over time, there also seems to be a change in that client relationships appear to be more important to the coach than client success itself appears to be for coaches of more than 15 years. This can be something that may make preserving the personal relationship more attractive than continuing to care about a client's progress. It could lead to an avoidance of bringing up issues and ideas that may threaten the comfort of a long-term relationship. These two variables would be fascinating to study, knowing that there are still very few coaches who have been practicing as long as 15 or more years. A greater sample size of participants would be helpful here as well.

A final recommendation would be for a study to be done of coached executives over an extended period of time. The reason for this type of study is that, as Diane Coutu and Carol Kauffman (2009) noted, it is difficult to measure a coach's performance. A study of this nature would give a more complete picture of coaching and move the industry away from anecdotal to factual.

So, besides the need for further study, what can be gleaned from the hypothesis of this work? Are self-led coaches actually more successful than those who are not? It depends on how a coach defines success.

If it is job satisfaction, flexibility of the role and the option to work part-time in a professional capacity, self-led coaches are very successful. They seem to choose the field of work that enables great life-work balance, the opportunity to choose working hours and the clients they serve and can work either part-time or full-time as they choose. As stated many times in this work, flexibility of a job is becoming the greatest criterion of all people on the age spectrum.

If the reader is looking at physical and mental disciplines, along with maintaining coaching credentials, coaches who prioritize these practices appear to experience greater success as evidenced by more client referrals, income growth that exceeds 10 or 20% year over year and are afforded longer contracts and more completed contracts. This translates to financial success, which was of most interest to the author.

Finally, the motivation of coaches to be more focused on client success and good client relationships has inherent self-leadership qualities at its core, even though the clients themselves were not able to be part of the study. It takes a great deal of emotional intelligence, the ultimate indicator of self-leadership, to put others first, even before ourselves.

So, just like any other profession, self-leadership is an important indicator of success for the coach. Although further research would strengthen the hypothesis, it is fair to conclude that the most successful coaches are self-leaders.

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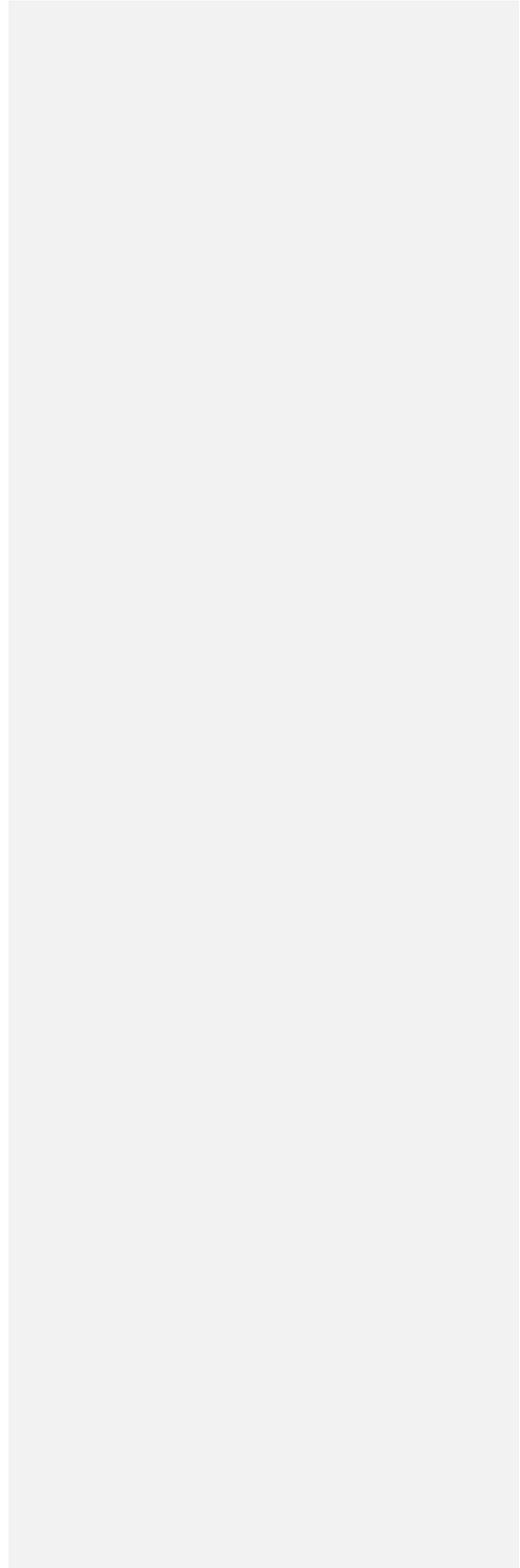
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APPENDIXES



## APPENDIX A

## DISSERTATION QUESTIONNAIRE

**Satisfaction**

1. Considering everything, how satisfied are you with your job as a professional coach?
  - A. Very Satisfied
  - B. Satisfied
  - C. Neither Satisfied nor Dissatisfied
  - D. Dissatisfied
  - E. Very Dissatisfied
  
2. Considering everything, how long do you see yourself being a professional coach?
  - A. 1-2 years
  - B. 3-5 years
  - C. 5-10 years
  - D. 10-15 years
  - E. >15 years
  
3. In terms of motivation, rank the following aspects of coaching from highest to lowest motivators for you?
  - A. Flexibility of job
  - B. Client growth
  - C. Financial success
  - D. Client relationships
  - E. Other

**Coaching Practice**

1. As of January 1, 2017, approximately what percent of your 2016 clients did not complete their client agreement?
  - A. 0%
  - B. 1-5%
  - C. 6-10%
  - D. 11-15%
  - E. 16-20%
  - F. >20%
  - G. Other, please specify

2. As of January 1, 2016, approximately what percent of your 2015 clients did not complete their client agreement?
- A. 0%
  - B. 1-5%
  - C. 6-10%
  - D. 11-15%
  - E. 16-20%
  - F. >20%
  - G. Other, please specify
3. Comparing 2017 to 2016, was the growth of your coaching business...
- A. 1-2%
  - B. 3-5%
  - C. 6-10%
  - D. 11-19%
  - E. >20%
  - F. Other, please specify
4. On average, how many client hours do you bill on a monthly basis?
- A. Under 15
  - B. 15-40
  - C. 40-65
  - D. 65-100
  - E. 100+
5. In 2016, how many referrals did you have?
- A. 1-5
  - B. 6-10
  - C. 11-15
  - D. 16-20
  - E. 20+
  - F. Other, please specify
6. In 2015, how many referrals did you have?
- A. 1-5
  - B. 6-10
  - C. 11-15
  - D. 16-20

- E. 20+
- F. Other, please specify

**Self-Leadership**

1. Which of the following personality assessments have you taken?
  - A. Meyers-Briggs
  - B. DISC
  - C. Right Path
  - D. Keirsey Temperament Sorter
  - E. Color Personality Test
  - F. None
  - G. Other, please specify
  
2. In the past 5 years, how many 360° reviews have you administered on behalf of your clients?
  - A. 0
  - B. 1
  - C. 2
  - D. >2
  
3. On average, how many hours of continuing education or professional development do you take a year?
  - A. 0
  - B. 1-10
  - C. 11-20
  - D. 21-30
  - E. 31-50
  - F. 51-75
  - G. >75
  
4. On average, how many books do you read or listen to a year?
  - A. 0
  - B. 1-6
  - C. 7-12
  - D. 13-18
  - E. 19-24
  - F. Other, please specify

5. On average, how many podcasts do you listen to in a year?
  - A. 0
  - B. 1-6
  - C. 7-12
  - D. 13-18
  - E. 19-24
  - F. Other, please specify
  
6. On average, how many blog posts do you follow regularly over the year?
  - A. 0
  - B. 1-6
  - C. 7-12
  - D. 13-18
  - E. 19-24
  - F. Other, please specify
  
7. On average, how many conferences do you attend in a year?
  - A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. >4
  
8. On average, how many hours of sleep do you get a night?
  - A. <5
  - B. 5
  - C. 6
  - D. 7
  - E. >8
  
9. How frequently do you exercise for 30 minutes or more?
  - A. 0 times a week
  - B. 1-2 times a week
  - C. 3-4 times a week
  - D. 5+ times a week
  - E. Other, please specify

**Demographics**

1. Credentials
  - A. ACC
  - B. PCC
  - C. MCC
  - D. BCC
  - E. None recognized by a coaching association
  - F. Other, please specify
  
2. How long have you have been coaching?
  - A. Less than 5 years
  - B. 5-10 years
  - C. 10-15 years
  - D. 15 years+
  
3. Length of time you've been a professional coach?
  - A. Less than 5 years
  - B. 5-10 years
  - C. 10-15 years
  - D. 15+
  
4. What are your monthly client hours?
  - A. 0-25
  - B. 26-40
  - C. 41-50
  - D. 51-60
  - E. 60+
  
5. On average, what percentage of time do you coach on a monthly basis?
  - A. Less than 25%
  - B. 26-50%
  - C. 51-75%
  - D. 76-100%
  
6. What is your number of active individual clients?
  - A. Under 25
  - B. 25-50
  - C. 51-75

- D. 76-100
  - E. Over 100
7. What is the number of active organizations with which you contract?
- A. 0-5
  - B. 6-10
  - C. 11-15
  - D. 16-20
  - E. Over 20
8. What is your average fee per client session?
- A. Under \$200
  - B. \$201-\$300
  - C. \$301-\$400
  - D. \$401-\$500
  - E. \$500+
9. What was your 2016 net income?
- A. Under \$100k
  - B. \$101-\$175k
  - C. \$176-\$250k
  - D. \$251-\$300k
  - E. > \$301k
10. What is the highest level of education you have completed?
- A. Less than High School
  - B. High School or equivalent
  - C. Attended College/University
  - D. Associate degree
  - E. Bachelor's degree
  - F. Master's degree
  - G. Professional degree
  - H. Doctorate degree
  - I. I prefer not to answer

## APPENDIX B

## DISSERTATION CONSENT TO PARTICIPATE FORM

1. **Dissertation Title:** The Relationship Between Self-Leadership and the Proven Success of a Professional Coach by Fran LaMattina
2. **Name of Mentor:** Dr. Irv Katz with the International University of Professional Studies (IUPS). I'm seeking a PhD in Executive Coaching and Human Development.
3. **Description:** The main question to be answered by this study is, how does a professional coach's self-leadership determine the overall success of his or her coaching business? The assumption is that certain self-leadership behaviors will ultimately produce positive outcomes for the professional coach. They will be manifested in tangible, related results demonstrated in the following outcomes:
  - A. Coach's financial success
  - B. Job satisfaction of the coach
  - C. Client satisfaction with the coaching experience
  - D. Coach's ability to apply self-leadership into the client's experience
  - E. Client retention with the coach
5. **Time Commitment to complete the survey:** 5-10 minutes
6. **Population being Surveyed:** People who have self-identified as Leadership, Executive or Performance Coaches who are committed to the development of those who have organizational influence.
7. **Questions and contact information:** Please contact the researcher, Fran LaMattina, MCC, BCC, MS @ [FranPHD@StrategiesForGreatness.com](mailto:FranPHD@StrategiesForGreatness.com) for answers to pertinent questions about the research and research subject's rights, or in the unlikely event of any effects of research-related injury to the subject.
8. **Benefits:** Everyone who responds will be sent a copy of the findings of this dissertation; and hopefully receive satisfaction from adding to the research supporting furtherance of the coaching profession.
9. **Confidentiality:** All information that is obtained in connection with this study will be anonymous and cannot be traced to any person to ensure confidentiality.

10. **Risks:** I do not anticipate any risk to you participating in this study other than those encountered in day-to-day life.
11. **Right to Withdraw:** Your participation is strictly voluntary. Please do not feel obligated to participate or continue participation on this project if you feel discomfort with it in any way.
12. **IUPS Approval:** This research proposal has been reviewed and approved by The Academic Committee of IUPS and it has been determined that this study meets the ethical obligations required by University policies.
13. **Participant Signature:** My signature below formally acknowledges that I have read this document and understand the information contained herein. My questions and concerns have been answered by the researcher.

Participant Name:

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Participant Email:

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Participant Signature:

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Date: \_\_\_\_\_

## APPENDIX C

## WESTERN SEMINARY COACH RATING LEVELS

**Western Seminary Coach Rating Levels**

Western Seminary has developed this resource as an aid to those preparing to earn the Certificate in Transformational Coaching (CTC), earn a credential with the International Coach Federation, or simply grow in your understanding and practice of coaching.

The information in this document is adapted directly from resources provided by the International Coach Federation. For each of the eleven core coaching competencies, you will see a description of that competency followed by descriptions of how the competency is expectedly demonstrated by a ACC, PCC, or MCC coach (left hand column) as well as a description of what behaviors will result in a “not pass” for each level (right hand column).

As a reminder, the CTC oral and written exams are assessed at the PCC level, meaning that CTC applicants will be expected to demonstrate each competency at or above the PCC level as outlined below.

**1. Ethics and Standards. This competency is not directly assessed during oral exam, but still plays a significant factor in the exam. The competency is very much assessed on the written exam (PCC and MCC). Applicant will not pass this competency if applicant focuses primarily on telling the client what to do or how to do it (*consulting mode*)**

- *Applicant will not pass this competency if the conversation is based primarily in the past, particularly the emotional past (**therapeutic mode**).*
- *Applicant will not pass this competency if the applicant is not clear on basic foundation exploration and evoking skills that underlie the ICF definition of coaching; that lack of clarity in skill use will be reflected in skill level demonstrated in some of the other competencies listed below.*

For example, if a coach almost exclusively gives advice or indicates that a particular answer chosen by the coach is what the client should do, trust and intimacy, coaching presence, powerful questioning, creating awareness, and client generated actions and accountability will not be present and **a credential at any level would be denied.**

## 2. Establishing the Coaching Agreement

Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

- Initially establishing the “rules of engagement”
- Establishing the agreement for the current session. What is it the client wants to work on today? What will make the next 30 minutes most worthwhile.
- Establishing a focus.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach takes what client says they want to work on at surface level.</li> <li>• Attends to that agenda, but little further exploration is done.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach chooses topic for client.</li> <li>• Coach does not coach around the topic the client has chosen.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach takes what client says they want to work on.</li> <li>• Coach attends to that agenda with some exploration as to measures of success for each topic in session.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not engage in some exploration of the measures of success for each topic with the client or defines those measures for client.</li> <li>• Coach does not engage in some exploration of underlying issues related to achievement of the outcomes or agenda or does not check with client about whether the client is moving toward what the client wanted from the session.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach explores fully what client wants from session, establishes measures of success for client in session, and ensures that client and coach are both clear about coaching purpose.</li> <li>• Coach returns to check regularly of whether direction of coaching is continuing to serve client's coaching purpose and makes changes in direction if necessary based on feedback from client.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Full partnership with client is not demonstrated.</li> <li>• Coach does not explore the measures of success for each topic with the client to a degree that achieves clarity about the client's intent or direction for the session.</li> <li>• Coach does not allow the client full input into the issues that should be discussed related to the client's stated objectives for the session.</li> </ul>



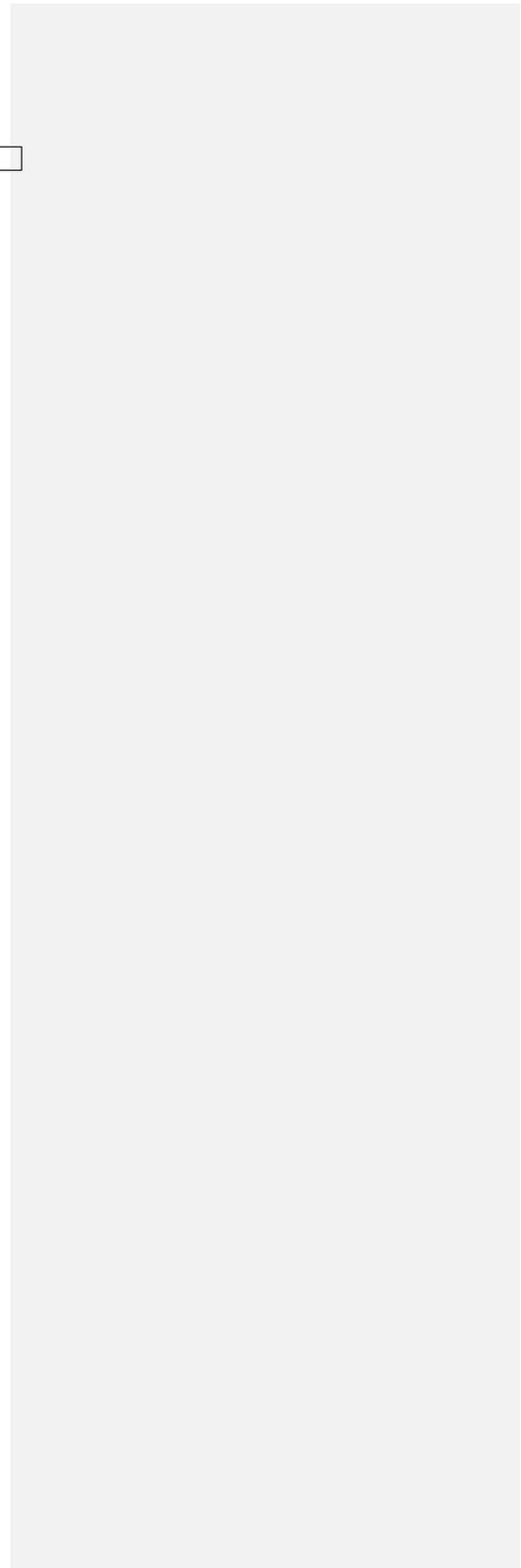
### 3. Establishing Trust and Intimacy with the Client

Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

- Setting a strong foundation up front for partnership with the client. Establishing expectations for an open and honest relationship.
- Demonstrating integrity, confidentiality, respect and support. Holding the client in “unconditional positive regard.”

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach attends to client's agenda, but is attached to his or her own performance and therefore trust and intimacy is not the strongest competency.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach's view of the situation rather than the client's view of the situation.</li> <li>• Coach does not seek information from the client about client's thinking around the situation, or client's goals regarding situation.</li> <li>• The attention seems to be on the coach's own performance or demonstration of knowledge about the topic.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach may have some degree of trust in client and connected relationship to client.</li> <li>• Coach still conscious of presenting image of “good coaching”, so less willing to risk or not know, which stands in the way of complete trust in and intimacy with coach's self, the client, and the coaching relationship.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• The coach does not invite the client to share his or her thinking on an equal level with coach.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach is connected to complete trust in new and mutual state of awareness that can only arise in the moment and out of joint conversation</li> <li>• Coach is comfortable not knowing as one of the best states to expand awareness in.</li> <li>• Coach is willing to be vulnerable with client and have client be vulnerable with coach.</li> <li>• Coach is confident in self, process, and the client as a full partner in the relationship.</li> <li>• Sense of complete ease and naturalness in conversation; coach does not have to “work” to coach.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• The coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>• The coach does not invite the client to share his or her thinking on an equal level with coach and/or chooses the direction and tools in the session without significant input from the client.</li> <li>• Any indication that the coach is teaching rather than coaching will also create a</li> </ul>

	score below the MCC level.
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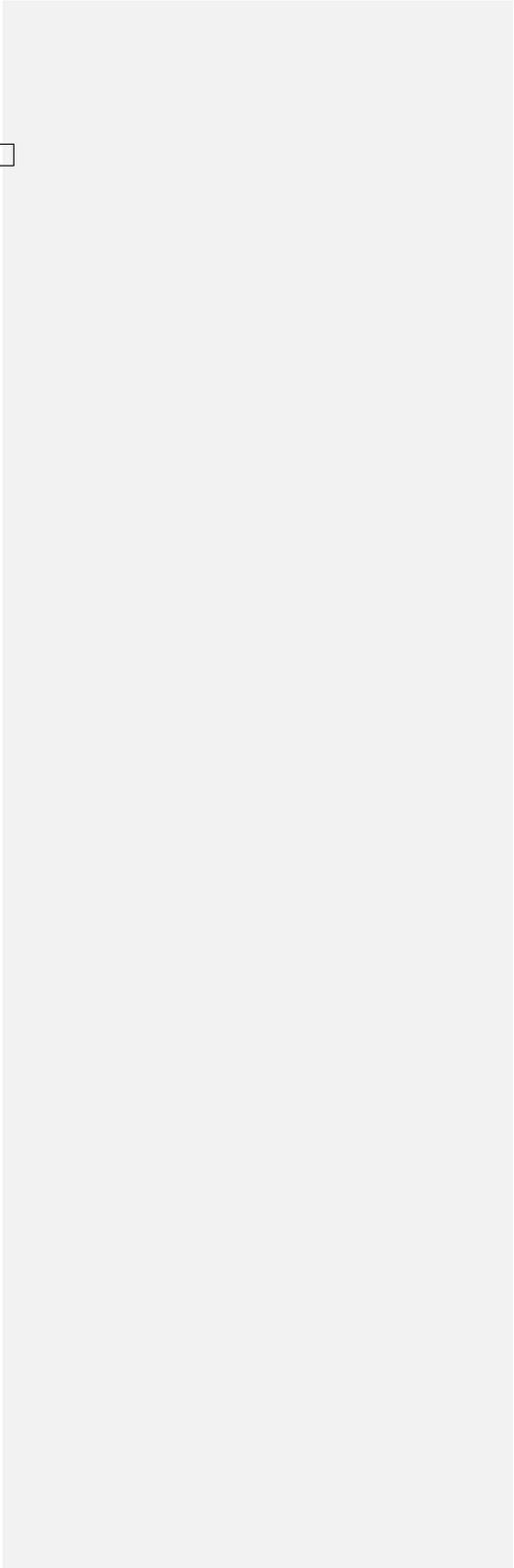
#### 4. Coaching Presence

Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

- Being fully present and flexible with the client, "dancing in the moment".
- Being curious, trusting your gut, experimenting, using humor.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach attends to client's agenda, but is attached to his or her own performance and therefore presence is diluted by coach's own attention to self.</li> <li>• Coach substitutes thinking and analysis for presence and responsiveness much of the time.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach demonstrates significant interest in the coach's view of the situation rather than the client's view of the situation.</li> <li>• Coach does not seek information from the client about client's thinking around the situation or the client's goals regarding situation</li> <li>• Coach is unresponsive to that information.</li> <li>• The attention seems to be on the coach's own performance or demonstration of knowledge about the topic.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach will attend to client's agenda, but drives the coaching &amp; choice of tools</li> <li>• Coach will choose objective or subjective perspective, but rarely hold both simultaneously</li> <li>• Coach will evidence need to have direction toward solution versus simply being in the moment with the client</li> <li>• Coach will be choosing ways to move versus letting client teach coach ways to move.</li> <li>• Partnership present, but mixed with coach as expert &amp; greater than client.</li> <li>• Coach may be present to whether and how much value they are adding to the client</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach, rather than being present and responsive to the client, is overly reliant on an obvious coaching formula, a specific coaching tool, or standard coaching questions.</li> <li>• Coach does not allow the client to contribute to creating the method or way that the coaching session will evolve.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach is completely connected observer to client.</li> <li>• The connection is to the whole of who the client is, how the client learns, what the client has to teach the coach.</li> <li>• The coach is ready to be touched by the client and welcomes signal that create resonance for both coach and client.</li> <li>• The coach evidences a complete curiosity that is undiluted by a need to perform.</li> <li>• The coach is in fully partnered conversation with client.</li> <li>• The coach trusts that value is inherent in the process versus having any need to create value.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not treat the client as a full partner choosing not only the agenda, but also participating in the creation of the coaching process itself.</li> <li>• The coach does not invite the client to share his or her thinking on an equal level with coach and/or chooses the direction and tools in the session without significant input from the client.</li> <li>• Coach does not allow the client to help develop coaching tools for themselves and instead relies on standard coaching formulas, tools, or questions.</li> <li>• Any indication that the coach is teaching rather than coaching will also create a score below the</li> </ul>

	MCC level.
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## 5. Active Listening

Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

- Listening without an agenda, distinguish between the words, tone of voice and body language. Level 2 and Level 3 Listening.
- Understands the essence of the client's communication. Helps the client gain clarity and perspective rather than engaged in the story.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach hears what client says and responds to it, but only at obvious and surface level.</li> <li>• In general, coach will evidence attachment to "what's the problem", "how do I help fix it", and "how do I give value in fixing it".</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate listening that is focused on and responding to what the client says. The coach's response is not related to that the client is trying to achieve.</li> <li>• Coach appears to be listening for the place where they can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach is doing listening on a very conscious level.</li> <li>• The listening is focused on client's agenda &amp; can change direction if the client changes direction; the direction may or may not be best for the topic at hand.</li> <li>• The coach is focused on what client is saying, but more from the perspective of gathering information that fits into coach's particular tool or discovery model.</li> <li>• Listening tends to be more linear and concentrates on content of words.</li> <li>• Coach is listening for answers, next questions to ask, or looking for what to do with what they hear &amp; will try to fit what they hear into a model they understand.</li> <li>• They will often respond out of that model rather than client's model.</li> <li>• Listening will include some depth, but often will miss key nuances that a MCC catches. Listening tends to be session by session versus cumulative.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach's hearing is limited to listening for problems or weaknesses.</li> <li>• Coach demonstrates that they can only hear through their own perceptions, and models of thinking, learning, and creating rather than being able to hear some of the client's models and methods of thinking, learning and creating.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach's listening is completely attuned as a learner and listening happens at the logical, emotional, and organic level at one time.</li> <li>• Listening is both linear and non-linear and responses from the coach evidence learning about the client at many levels.</li> <li>• The coach recognizes both hers and the client's ability of intuitive and energetic perception that is felt when the client speaks of important things, when new growth is</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate listening that is based on the whole client and an ability to hear the client's thinking, learning, and feeling at multiple levels.</li> <li>• The listening is only filtered through the coach's methods of thinking, learning, and creating.</li> <li>• Coach does not actively hear and use as a significant coaching tool, the client's methods of</li> </ul>

<p>occurring for the client, and when the client is finding a more powerful sense of self.</p> <ul style="list-style-type: none"><li>• The coach's listening is in the present, but also hearing the client's future develop.</li><li>• The coach hears the totality of the client's greatness and gifts as well as limiting beliefs and patterns.</li><li>• The coach's listening is cumulative from session to session and throughout each individual session.</li></ul>	<p>thinking, learning, and creating.</p> <ul style="list-style-type: none"><li>• Nuances of the client's language are not reflected in the coach's responses.</li></ul>
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## 6. Powerful Questioning

Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

- Clear direct questions that lead to new insight and move the client forward.
- Open ended questions using What and How that are clear, direct and succinct.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Questions attend to client's agenda, but generally seek information, are formulaic, and sometimes have leading or have a "correct answer" anticipated by the coach.</li> <li>• Generally, questions are very geared to solving issue set by client as quickly as possible.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach does not focus on an inquiring versus telling methodology.</li> <li>• The majority of questions contain already predetermined answers by the coach.</li> <li>• The questions attend to an agenda of issues not set by the client, but set by the coach.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Questions attend to client's agenda and generally are a mix of informational and powerful questions.</li> <li>• Occasional leading questions will appear as well.</li> <li>• Even powerful questions tend to focus toward solution of issue presented by client and may be more responsive to the agenda than to the client.</li> <li>• Questions will tend to use coaching terminology or language easy for the coach versus using and exploring the client's language</li> <li>• Coach will tend to ask comfortable rather than uncomfortable questions.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach asks questions that reflect the coach's view of the situation or a preconceived answer decided on by the coach</li> <li>• The questions are leading the client in a direction chosen by the coach without discussion with and assent to the direction by the client.</li> <li>• Coach is unable to move beyond standardized coaching questions or the coach's model of thinking and learning to the exclusion of the client's model of thinking and learning.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach asks mostly, if not always, direct, evocative questions that are fully responsive to the client in the moment and that require significant thought by client or take client to a new place of thinking.</li> <li>• The coach uses the client's language and learning style to craft questions.</li> <li>• The questions... are fully based in curiosity and the coach does not ask questions to which the coach knows the answer,...often require the client to find deeper contact with the client's shadow and light sides and find hidden power in himself/herself.</li> <li>• The coach asks questions that help the client create the future rather than focus on past or even present dilemmas.</li> <li>• The coach is not afraid of questions that will make either the coach or the client or both uncomfortable.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not demonstrate questions that are evocative and ask the client to think in a larger space or an experimental space related to the client's agenda and stated objectives</li> <li>• Coach frequently asks informational questions or questions that keep the client in the past or in present detail of a situation rather than in forward thinking.</li> <li>• The questions do not make frequent use of the client's language, thinking, and creating style or do not make use of what the coach has learned about the client</li> <li>• The questions reflect the coach's view of the situation, the coach's learning and processing style, or a preconceived answer by coach.</li> <li>• Coach is unable to move beyond standardized coaching questions or a standardized model.</li> </ul>

## 7. Direct Communication

Ability to communicate effectively during coaching session, and to use language that has the greatest positive impact on the client.

- Being clear, articulate and direct in questions, observations and feedback.
- Noticing language and the impact on the client. Using language that supports and respects the client. Draw on their language/interest for metaphor and analogy for learning.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach sometimes is fairly direct, but usually uses too many words or feels a need to “dress up” a question or observation.</li> <li>• Questions and observations generally contain vocabulary from the coach's training.</li> <li>• Most communications occurs on a very safe level for the coach.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach does not attend to the client's agenda, changes the agenda without input from the client, or appears attached to a particular outcome or solution.</li> <li>• The communication frequently occurs in a convoluted, meandering or circuitous manner.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach is usually direct, but a times feels a need to “dress up” a question or observation.</li> <li>• The coach occasionally treats their intuitions as the truth.</li> <li>• The coach also occasionally does not say what is occurring for the coach for fear that the client is not ready to hear it.</li> <li>• The coach may also evidence a need to soften communication for fear of being wrong.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach significantly or dominantly relies on their own language, thinking and learning models without use of the client's skill set in these areas</li> <li>• Coach does not invite the client to share these areas as well as the client's intuition with the coach</li> <li>• The coach is attached to a particular direction or outcome in the coaching.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach easily and freely shares what is so for the coach without attachment</li> <li>• The coach shares directly and simply and often incorporates the client's language.</li> <li>• The coach fully trusts the client to choose the responses to the coach's communication that is best for the client.</li> <li>• The coach invites, respects, and celebrates direct communication back from the client.</li> <li>• The coach creates sufficient space for the client to have equal or more communication time than the coach</li> <li>• The coach has a broad language base to use and play with and uses the client's language to broaden that base.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not fully invite the client's participation in the coaching dialogue on an equal level.</li> <li>• Coach's communication reflects an agenda or directing of any kind by the coach.</li> <li>• The communication does not evidence frequent use of the client's language, learning, thinking, and creating styles.</li> <li>• The communication does not often create a place for the client to engage in deeper thinking, learning, and discovery.</li> <li>• Coach's communication limits the thinking and learning direction for the client without specific interaction with, discussion of, and assent by the client to the limitation.</li> </ul>

## 8. Creating Awareness

Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

- Going beyond the immediate goal. Engaging in exploring for discovery, perspective, learning and growth within the client.
- Identifying and acknowledging strengths noticing connections of threads between what is said and what it done?

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Awareness generated at the level of what will solve problem or achieve goal.</li> <li>• Limited generally to awareness of new techniques versus new learning about self.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach does not attend to the client's agenda, changes the agenda without input from the client or appears attached to a particular outcome or solution</li> <li>• Coach narrows the exploration of awareness significant to a single issue without discussing that decision with the client and without the client's consent.</li> <li>• Coach seems to substitute assessments or standard coaching exercises for powerful questions of inquiry.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• Coach helps client create new awareness by engaging in problem solving.</li> <li>• The majority of awareness geared to new technique; new awareness about who the client is more limited.</li> <li>• In addition, awareness tends, as a result to be more defined in scope.</li> <li>• The coaching will generally help the client integrate new awareness as it pertains to a particular situation versus using learning to more fully broaden the scope of new awareness.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not use the client's thinking and learning tools as tools within the coaching or does not use the client's language as a coaching tool.</li> <li>• Coach states what awareness is without exploring with the client what the client's awareness is or seeking the clients' input on whether the coach's observations are correct and giving the client a chance to add their own observations.</li> </ul>

<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach's invitation to exploration preceded and is significantly greater than invitation to solution.</li> <li>• The coach appears as much an explorer as well as client.</li> <li>• The coach has not concluded what awareness should be (coach is willing not to know).</li> <li>• The use of the client's greatness invited and welcomed. There no evidence of "fixing" a problem or the client.</li> <li>• The coach allows client to make coach aware and the client's voice more prevalent than coach's. There is a lovely sense of connected observation of totality of who the client is and what client wants, sharing that with client, and crating space for client to share back.</li> <li>• The coach does not force awareness.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach drives the client toward solution without fully exploring issues that may be important to gaining complete solution or accomplishment for the client.</li> <li>• Coach does not fully invite and allow the client to use as coaching tools, the client's intuition, thinking, and learning.</li> <li>• The dialogue of awareness does not provide sufficient space for client's full participation in creating awareness.</li> <li>• Coach's communication reflects an agenda or directing of any kind by the coach.</li> <li>• Coach's voicing of awareness does not evidence frequent use of the client's language, learning, thinking, and creating styles.</li> <li>• Coach does not often create an easy place for the client to engage in deeper thinking, learning, and discovery.</li> <li>• Coach's communication limits the thinking and learning direction for the client without specific interaction with, discussion of, and assent by the client to the limitation.</li> </ul>
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## 9. Designing Actions

Ability to created with the client opportunities for ongoing learning, during coaching session and in work/life situations.

- Working with the client to design actions of activities ("fieldwork") outside of the coaching session to continue exploration, increase awareness ad learning and move toward the desired goal.
- Coach may initially assign fieldwork with increasing shift to coach/client designing actions to support the client's goals learning style and desired pace.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach tends to suggest homework and actions that they think would best handle the problem or achieve the goal.</li> <li>• Actions tend to be one dimensional in nature and for taking new actions will most effectively lead to agreed-upon results.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach insists the client do what the coach has prescribed as homework</li> <li>• The homework does not have... a clear relationship to the client's stated agenda a clear purpose and potential to move the client forward</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his or her agenda</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach engages in some, but nota complete partnership with the client to develop actions.</li> <li>• Again, the actions are attuned to solving the situational issue the client has presented rather than looking beyond the situation to other, broader learning that might be inherent in the situation.</li> <li>• Finally, the PCC level coach tends to define forward motion only in terms of physical action.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• There is little or no partnership or co-creation in the process of designing actions.</li> <li>• The actions do not have a clear relationship to the client's stated agenda and the client's style of learning and creating</li> <li>• Actions do not have a clear purpose to move the client forward</li> <li>• Suggested tools and structures are imposed on the client without discussion.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach works in complete partnership with the client to design actions or, in the alternative, lets the client lead in designing actions.</li> <li>• The coach and client design actions that fit the client's goals, learning style, and pace of wanted or necessary movement.</li> <li>• The coach allows actions to include thinking, creating, and doing.</li> <li>• The coach engages the client in relating designed actions to other aspects of what the client wants, thereby broadening the scope of learning and growth.</li> <li>• The coach encourages informed experimentation to help clients develop more powerful, leveraged actions.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not invite full client participation in planning strategies or designing goals, or dominates in any way the creation of plans and goals.</li> <li>• Plans and goals do not reflect a clear potential for forward learning or movement by the client related to the client's agenda, desired outcomes or to some other learning that the client has defined for necessary for their growth.</li> <li>• Designed plans and goals and/or discussion designed actions involves only physical activity with not attention to thinking, learning, being, and creativity styles of the client.</li> </ul>

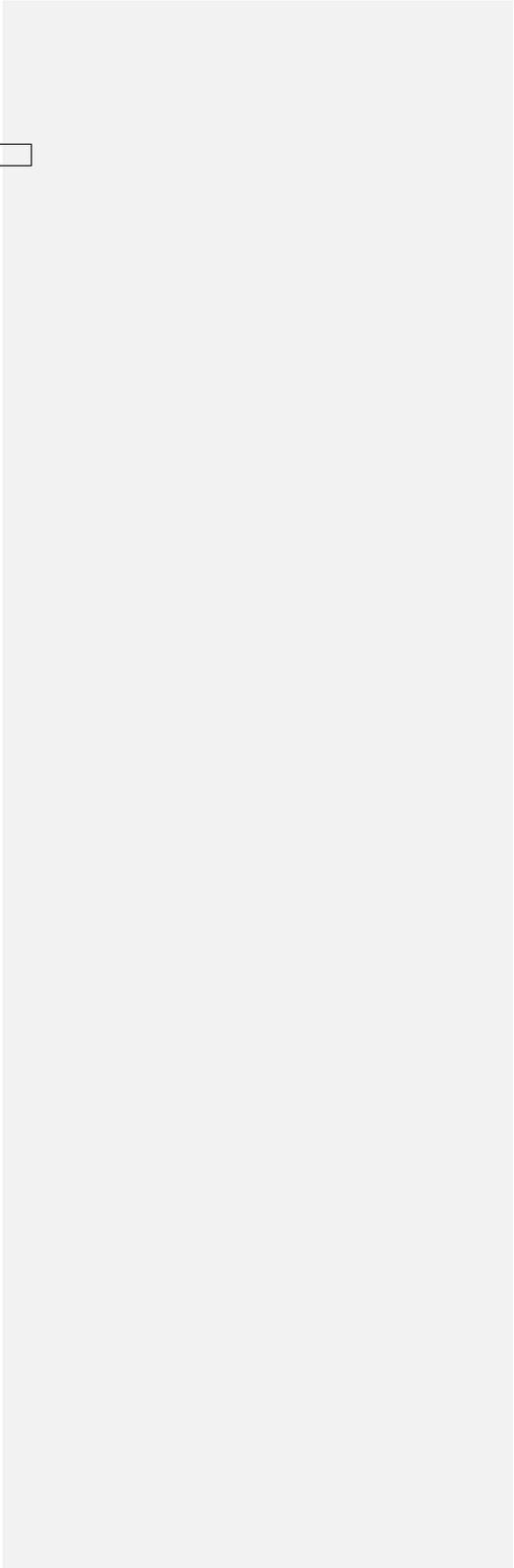
## 10.Planning and Goal Setting

Ability to develop and maintain an effective coaching plan with the client.

- Partnering with the client to develop goals that are (SMART) specific, measurable, attractive, realistic, and have target dates. Staying aware of client's plan, learning style, pace and commitment to eh goal. Identifying successes that are important to the client.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach tends to suggest homework and actions that they think would best handle the problem or achieve the goal.</li> <li>• Actions tend to be one dimensional in nature and for taking new actions will most effectively lead to agreed-upon results.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach insists that the client follow a prescribed plan familiar to the coach</li> <li>• Coach is unable to support the client in developing an effective coaching plan</li> <li>• The plan or goals do not have... a clear relationship the client's stated agenda and desired outcome... a clear purpose and potential to move the client forward.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of particular or his or her agenda</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach engages in some, but not a complete partnership with the client to develop goals and plans.</li> <li>• Again, the actions are attuned to solving the situational issue the client has presented rather than looking beyond the situation to other, broader learning that might be inherent in the situation.</li> <li>• Finally, the PCC level coach is tends to edit plans presented by the client</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• There is little or no partnership or co-creation of the plans and goals.</li> <li>• Coach is the most significant voice in suggesting plans and goals</li> <li>• Coach is unable to support the client in developing an effective coaching plan</li> <li>• The plan or goals do not have a clear relationship to the client's stated agenda and desired outcomes or the client's learning and creating processes.</li> <li>• Coach suggest standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach works with the client to clarify and develop goals that achieve more than just the presenting concerns of the client</li> <li>• The coach lets the client lead in designing goals and planning or, in the alternative, works in complete partnership with the client to create goals and plans</li> <li>• The coach and client create goals and plans that fit the client's goals, learning style, and pace of wanted or necessary movement</li> <li>• The coach allows plans to include thinking, creating, and doing engages the client in relating goals and plans to other aspects of what the client wants, thereby broadening the scope of learning</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach dose not invite full client participation in planning strategies or designing goals, or dominates in any way the creation of plans and goals.</li> <li>• Plans and goals do not reflect a clear potential for forward learning or movement by the client related to the client's agenda, desired outcomes or to some other learning that the client has defined for necessary for their growth.</li> <li>• Designed plans and goals and/or discussion designed actions involves only physical activity with not attention to thinking, learning,</li> </ul>

and growth.	being, and creativity styles of the client.
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## 11. Managing Progress and Accountability

Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

- Staying focused on what is important for the client and holding them accountable.

<p><input checked="" type="checkbox"/> <b>ACC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach tends to suggest forms of accountability that may feel a bit parental in nature.</li> <li>• Accountability tends to be one dimensional.</li> </ul>	<p><input checked="" type="checkbox"/> <b>ACC Level FAIL</b></p> <ul style="list-style-type: none"> <li>• Coach insists that the client follow prescribed measures and structures familiar to the coach.</li> <li>• Coach is unable to support the client in developing an effective method of managing and measuring progress</li> <li>• The measures and methods of accountability do not have a clear relationship to the client's stated agenda and desired outcomes</li> <li>• The measures and methods of accountability do not have a clear purpose and potential to move the client forward</li> <li>• Suggested tools and structures do not bear a relationship to the needs of the particular client or his or her agenda.</li> </ul>
<p><input checked="" type="checkbox"/> <b>PCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach in some partnership with the client develops methods of accountability.</li> <li>• Those methods are often reflective of or use coach training tools.</li> </ul>	<p><input checked="" type="checkbox"/> <b>PCC Level FAIL</b> (In addition to ACC Level Fail)</p> <ul style="list-style-type: none"> <li>• There is little or no partnership of co-creation of the measures of success and accountability structures</li> <li>• Coach is the most significant voice in setting accountability structures</li> <li>• Coach is unable to support the client in developing an effective measures and accountability structure.</li> <li>• Coach suggest standard coaching tools or exercises without discussing with the client the extent to which they might be of value to the client.</li> </ul>
<p><input checked="" type="checkbox"/> <b>MCC Level Expectation</b></p> <ul style="list-style-type: none"> <li>• The coach has the client determine their own methods of accountability and offers support to those methods.</li> <li>• The client helps determine or determines totally who should be on their accountability team and how to use each person, including the coach.</li> <li>• The coach trusts the client to be accountable to themselves and lovingly calls the client to account or discussion if agreed upon forward movement does not occur.</li> </ul>	<p><input checked="" type="checkbox"/> <b>MCC Level FAIL</b> (In addition to ACC &amp; PCC Level Fail)</p> <ul style="list-style-type: none"> <li>• Coach does not invite full client participation or does not encourage client leadership in planning strategies and methods of accountability or dominates in any way the accountability mechanisms that are created.</li> <li>• Suggested tools and structures clearly do not bear a relationship to the needs of the particular client or his or her agenda or deeper learning designated by the client.</li> <li>• Coach does not encourage invention of structures by the client based on the clients thinking, learning, being, and creating style.</li> </ul>

Adapted from the ICF Ratings Levels by Western Seminary Coaching ([westerncoaching.com](http://westerncoaching.com))

## APPENDIX D

## ADDITIONAL RESOURCES LIST

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- Ortberg, J. (2010). *The me I want to be: Becoming God's best version of you*. Grand Rapids, MI: Zondervan.
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- Richardson, C. (1998). *Take time for your life: A personal coach's seven-step program for creating the life you want*. New York: Broadway Books.
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- Rock, D. (2009). *Your brain at work: Strategies for overcoming distraction, regaining focus, and working smarter all day long*. New York: Harper Business.
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## BIOGRAPHICAL SKETCH

Fran LaMattina is the President and Founder of *Strategies for Greatness, LLC*, an executive coaching and leadership advisory practice that serves individual leaders and work teams to be more focused and effective. Over the 19 years she has been coaching, Fran has achieved her Master Coach Certification (MCC) and established a niche with organizational leaders, especially in the areas of strategic planning and emotional intelligence.

Fran draws from more than 20 years of corporate experience in the disciplines of marketing, sales, finance, and operations gained from leadership in several business sectors, including telecommunications, financial services, and consumer products, as well as organizational development. Before creating her private coaching practice, she was the Director of Marketing Public Relations and a Partner with Ronald Blue & Co, a personal financial planning firm.

Fran is committed to teaching and mentoring individuals in the coaching profession. She envisions the workplace being healthier and more effective through coaching practices at all levels of an organization. As such, she has been an adjunct professor at Richmond Institute, a post-graduate counseling and coaching program, as well as teaching leadership coaching and coaching teams at several coaching schools, including The Professional Christian Coaching Institute, The Academies, and the Institute for Life Coach Training.

Fran's coaching education was initially established through Coach University. After being awarded her Master Coach Certification (MCC) through the International Coach Federation in 2004, she has maintained this credential to date. She was also awarded the designation of Board Certified Coach (BCC) from the Center for Credentialing Education in May 2013. Prior to establishing herself professionally, Fran attended Purdue University, graduating with a Master's degree in Industrial Relations in 1975.

Fran is personally committed to self-development as well as the success of her clients. She is a believer in ongoing learning, the discipline of maintaining a youthful and positive perspective, and the potential of each of us to expand influence throughout our lifetimes. She has been both an active member and officer on the boards of several organizations as well as community services to support her local environment.

Fran is single and lives in Roswell, Georgia, a northern suburb of Atlanta.